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ABSTRACT

One of a series of teaching guides designed to enhance elementary and secondary schools' observances of United Nations' international days, this issue features two guidelines, one for teaching about World Meteorological Day (March 23) and one for teaching about World Post Day (October 9). These observances are encouraged in order to promote international understanding and peace through studies of world problems, cooperation, peoples, cultures, and human rights. The first guideline presents information about: (1) meteorology; (2) World Meteorology Day; and (3) the World Meteorological Organization. Objectives and activities are provided for use in language, history, geography, mathematics, and physical education classes and for extra-curricular activities. The second guideline presents an historical review of world post officers' development, along with objectives and learning activities for selected elementary and secondary classes. Other articles include: (1) "Mbuso" (S.Walker); (2) "Associated Schools Celebrate International Youth Year: International Youth Year Camp School in Finland" (L. Jaaskelainen); (3) "National Youth Congress of the Associated Schools, Tunja, Columbia;" and (4) "News of Projects in Associated Schools." Pictures and a map are included. (JHP)

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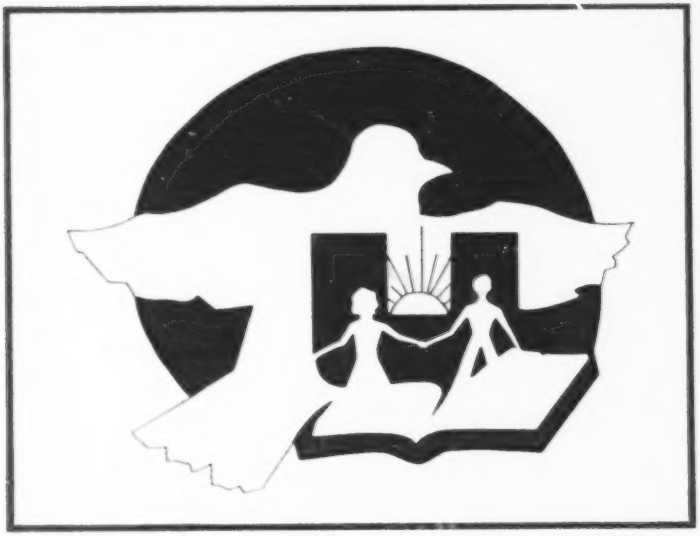

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international understanding *at school*

Bulletin No. 50/51 1985/1986

Published twice a year for the
Unesco Associated Schools Project

To the reader:

In order to enhance the observance in schools of international days proclaimed by the United Nations system, a series of teaching guidelines on specific days have been prepared under contract with National Commissions for Unesco and within the framework of the Associated Schools Project. The special supplement (1986) of *International Understanding at School* contains guidelines on International Peace Day (third Tuesday in September) and International Literacy Day (8 September). The present issue is devoted to World Meteorological Day (23 March) and World Post Day (9 October) and future issues will contain guidelines on World Environment Day (5 June), World Food Day (16 October), etc.

The Editor

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The Unesco Associated Schools Project

The promotion of international understanding and peace through school education has from the outset been one of Unesco's basic aims and Unesco's General Conference, at each of its sessions, has adopted resolutions to this end. The Associated Schools Project has served for 30 years as an effective means of extending to educational institutions in many different countries the Organization's educational activity for international understanding and peace.

The Associated Schools Project in Education for International Co-operation and Peace was launched with a planning meeting held in November 1953, as the logical next step in Unesco's action to promote education in schools for international understanding and co-operation. The main purpose is to encourage primary and secondary schools and teacher-training institutions selected by their Unesco National Commissions to organize special programmes designed to increase knowledge of world problems and international co-operation, to develop international understanding through the study of other peoples and cultures and to strengthen understanding and observance of the principles of human rights. The ultimate aim is to promote the general development of education for international understanding through the work of a widespread network of institutions.

At the first Associated Schools meeting held in Paris, there were 21 participants, representing a total of 33 schools in 15 Member States. There are now over 2,000 institutions in 95 Member States at pre-school, primary, secondary and teacher-training levels. Member institutions are to be found in Africa, Asia, Oceania, the Middle East, Europe, Latin America, Caribbean and North America, in countries representing not only different cultural traditions and different stages of development, but also different economic and social systems.

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Teaching guidelines for the observance of World Meteorological Day (23 March)

Prepared by the Malaysian National Commission for Unesco

1. Introduction

When it's bad .....
it can be very, very bad.

Despite the sophistication of modern life, the *weather* is still our master. It can be annoying, frustrating, sometimes dangerous. It often severely affects sporting events and holidays; fog, ice and snow disrupt communications and transport; storm and drought destroy crops and livestock. At any time, on land, at sea and in the air, bad weather can endanger life.

Man rarely feels so helpless as when confronted by the elements in all their fury.

..... and when it's good,
it's marvellous!

Good weather creates a feeling of well-being.

The summer rain ripens crops and the rain is gentle and beneficial. This is the time for holidays by the sea and sports in the open air.

Even in winter, good weather makes the air crisp and invigorating.

There is a surge of new vitality. It makes us glad to be alive.

But it's worth bearing in mind that too much sun does not please everybody; crops may wither and reservoirs can dry up.

1.1 Meteorology

Man lives at the base of an invisible ocean of air termed the atmosphere. This atmosphere is complex in its chemical composition, but in the lower levels near the earth's surface that composition remains practically constant. Partly by reason of different exposure to the sun and partly by reason of the different properties of the land and sea surfaces in contact with it, the atmosphere near the earth's surface, whilst remaining virtually constant in chemical composition, reveals striking physical differences from time to time and from place to place. These physical differences may at first sight seem comparatively slight, but their results are amazing! For example, the range of atmospheric temperatures experienced on the earth varies by as much as 200°F, (93°C) going from the great cold of the Arctic regions at one end of the range to the sweltering heat of the tropical regions at the other.

Meterology, or the study of weather, is really the study of air and the way it acts as the earth turns and the sun heats it. The word comes from the Greek words Meteora (things in the air) and logos (words about). Now we more accurately call it airology.

Significance to man

Every day, every year, thunderstorms, lightning, tornadoes and hurricanes account for huge losses of property and human lives. Accidents, destruction of crops, forest fires are examples of the toll paid to inclement weather.

One of the purposes of studying meterology is to instruct, warn and advise people about the weather and thus minimize, if not prevent the devastation it can cause.

Emblem of the World Meteorological Organization (WMO)

However, issuing weather forecasts and warnings is not the only contribution made by meteorology to the welfare of man. Practical application of meteorology is found in almost all fields.

Energy

Weather changes are highly critical to energy supplies. Gas and electricity services therefore require continuous forecast information in quite specific detail.

Dry spells continuing over several years can deplete the water supply of large cities and of hydro-electric operations.

Extremely cold winters mean heavy fuel demands that may exceed available supply, leading to cold homes and interrupted industry and commerce.

Hot humid summers may strain the electrical capacities of most regions because of the widespread use of air-conditioning, particularly in modern sky-scrapers.

Construction

The construction industry is also prone to the vagaries of the weather. Tower cranes become inoperable in gales, while rain and snow can play havoc with work-site schedules.

The building industry is very sensitive to weather and climate. It needs to know how these will affect the cost of building work or, when making a claim to support extensions to contracts, might seek confirmation that adverse weather conditions could have affected work schedules. An area's climate will affect building design and siting; temperature and humidity will influence heating and air-conditioning installations; extremes of

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wind speed have to be taken into account when dealing with structures such as high-rise buildings, radio towers and bridges.

The economics of salting and gritting roads in winter depend to a great extent on prior warning of hazardous road conditions.

Agriculture

Weather affects almost every phase of farming and horticulture. For example, crop spraying is dependent on windspeed criteria and absence of rain.

The development of dependable long-range forecasts is recognized as being vitally important, especially to agriculture. Prior knowledge of future weather which might seriously affect staple food crops would allow time to stockpile reserves or to arrange alternative supplies from other sources.

Prolonged droughts over the grain belts of the world lead to shortages of food and in some cases widespread starvation. At the same time, thunderstorms and hurricanes/typhoons bring rainfall to nourish farm lands and fill reservoirs.

Farmers also wish to know the best time to sow, make hay and gather crops, and also the crops most suitable for their climate.

Industry, trade and tourism

The gas and oil industries around our coasts rely heavily on weather forecasts particularly during their exploratory and development stages. Although the need declines slightly when the production phase is reached, platform building, tanker terminal operations and routine support services to rigs are extremely weather-sensitive.

Reliable meteorological forecasts are very important to the tourist industry. For example, no tourist agency will organize tours to the e .st coast of the Malaysian Peninsular during the months of October to December because that is the period of the north-east monsoons. Not only is there heavy rainfall but floods usually occur at this time.

Transportation

Forecasts also enable ships' captains to map their routes so as to avert bad weather conditions and take advantage of surface currents, thereby reducing time on passage and thus saving fuel and minimizing any risks of damage or loss.

The modern jetliner, although flying well above the cloud level, also requires specific, detailed and accurate upper wind data for purposes of fuel economy.

Regular routine meteorological services, complemented by intermediate reports when the weather changes significantly, are provided for all national and international flights. This information helps aircraft captains and air traffic controllers to avoid danger in the air, and enables flight planning staff to make the optimum use of prevailing and expected conditions.

The average citizen dwelling in town or country is often enough reminded by unfortunate experiences of snow or fog or floods of how dependent he is on the weather which facilitates or hinders the transport that supplies him with the necessities of life.

Thus people from different walks of life stand to benefit from information on climate and its evolution.

Many other examples could be given of further applications of meteorology. Suffice it to say that the applications become more numerous as our knowledge of the atmosphere increases.

1.2 What is World Meteorological Day (WMD)?

In 1973, the world meteorological community celebrated a century of organized international collaboration in meteorology. One hundred years before that date, the First International Meteorological Congress met in Vienna and prepared the ground for the establishment of the International Meteorological Organization (IMO). This organization ceased to exist in 1951 and was replaced by an intergovernmental body known as the World Meteorological Organization (WMO). The Convention of WMO came into force on 23 March 1950 and this date has been celebrated annually since 1961 as World Meteorological Day (WMD).

To mark the occasion, the WMO Congress and Executive Committee (now Executive Council) recommended that all the members of the Organization should make a particular effort on this day to bring the importance of meteorology to the attention of everyone concerned. To facilitate this task, it was decided that a specific theme should be designated each year in order to ensure the co-ordination of activities and efforts.

Thus whilst commemorating the birth of WMO, depending on the various themes adopted, the Day was to make the public aware of the role of meteorology in specific aspects of life.

The list of themes for WMD and the significance of some of them are listed as follows:

List of World Meteorological Day Themes

1961 Meteorology–General Themes
1962 Contribution of Meteorology to Agriculture and Food Production
1963 Transport and Meteorology (in particular, Application of Meteorology to Aviation)
1964 Meteorology as a Factor of Economic Development
1965 International Co-operation in Meteorology
1966 World Weather Watch
1967 Weather and Water
1968 Meteorology and Agriculture
1969 The Economic Value of Meteorological Services
1970 Meteorological Education and Training
1971 Meteorology and Human Environment
1972 Meteorology and Human Environment
1973 One Hundred Years of International Co-operation in Meteorology
1974 Meteorology and Tourism
1975 Meteorology and Telecommunications
1976 Weather and Food
1977 Weather and Water
1978 Meteorology and Research for the Future
1979 Meteorology and Energy
1980 Man and Climatic Variability
1981 World Weather Watch as a Tool for Development
1982 Observing the Weather From Space
1983 The Weather Observer
1984 Meteorology Aids Food Production
1985 Meteorology and Public Safety
1986 Climate Variations, Drought and Desertification
1987 Meteorology: A Model of International Co-operation
1988 Meteorology and the Media

Significance of some WMD themes

Weather and food

The task of providing adequate nourishment for all human beings alive today, and the even greater task of feeding, in the years to come, an increasing world population, are recognized as among the major problems of our day, and there can be no hope of solving them without the fullest collaboration between scientists, economists, politicians and farmers.

The aim of the theme is to explain the relationship between weather and food production and hence to show how the science of meteorology can be–and is being–applied in agriculture and fisheries.

Weather and water

Water is as essential to our existence as the very air we breathe. We can survive without food for several weeks, but without water we would die in a few short days. We drink it, cook in it and

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The old... (i) A windmill in Kenya (Photo: Unesco/World Bank/Chernush)

wash in it. A vast assortment of activities of everyday life depend on an adequate supply of it: agriculture and industry, power production, inland transportation, sanitation and public health services, to mention some of the more important areas.

One of man's greatest love-hate relationships is with water. It is his friend when uncontaminated and sufficiently abundant to service his essential needs. It is his enemy when it is impure, inadequate, or excessive. In many parts of the world a major activity is the quest for water.

It is obvious that weather is the major influence on the diverse and uneven geographical distribution of water. Weather information is being used to help solve problems of water resources development and flood control.

Meteorology and public safety

Human beings can be placed at risk by almost any extreme weather conditions – extremes of heat or cold, excessive rainfall (floods) or snow (avalanches), prolonged rainfall deficiencies (droughts), violent winds, lightning and dense fog. To these traditional, naturally occurring phenomena we must now add the weather hazards produced unintentionally by human activities, notably atmospheric pollution.

The theme is to highlight the role of Meteorological Services in the prediction and warning of hazardous weather events or climatic abnormalities which might endanger human life or have an adverse effect on the well-being of groups of peoples.

Involvement of schoolchildren

The involvement of schoolchildren in the observance of World Meteorological Day institutes a very important step towards educating and cultivating the public mind concerning the awareness of the importance of meteorology in everyday life. At the same time it is within the school environment that the awareness of meteorology may be implemented and ideas nurtured in the minds of the young.

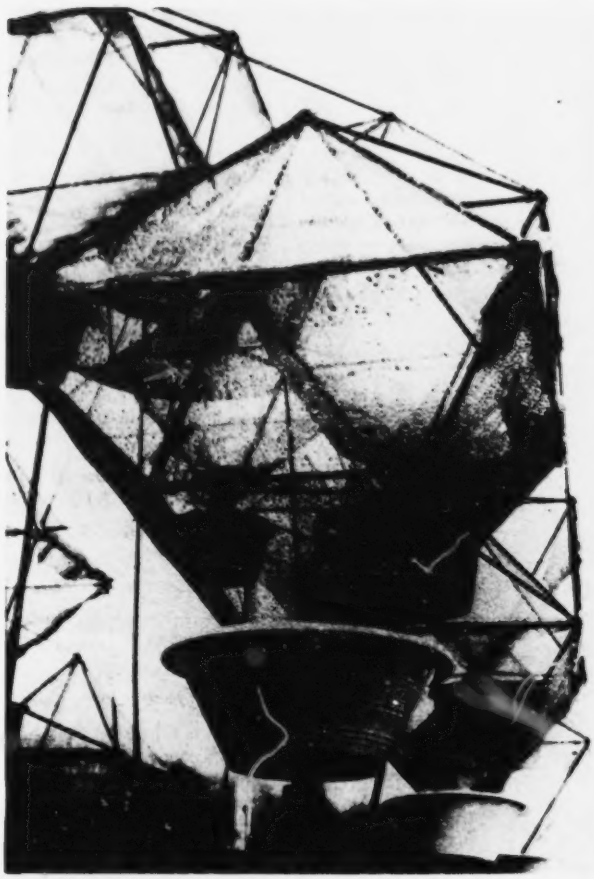
1.3 The World Meteorological Organization

The earth's atmosphere is a whole which cannot be divided to conform to political frontiers. Moreover, weather and climate in one place are influenced by conditions in distant places. Hence the necessity for international collaboration to study the vagaries of the weather and to apply the knowledge gained for the benefit of mankind.

International collaboration in meteorology began in 1853 when a meeting of sea-going nations drew up a programme of weather observations over the oceans to contribute to the safety of life at sea.

To organize the necessary international collaboration in making and collecting weather observations, not only at sea but also on land, the International Meteorological Organization (IMO) was established in 1873. A system for exchanging weather information between different countries was also set up by IMO.

During the present century, the development of aviation created a new need for detailed weather information. This gave a tremendous impetus to the study of weather. At the same time revolutionary advances in other branches of science and technology, such as radio communications, greatly helped meteorologists in meeting this new challenge.



... and the new (ii) A fog trap in Chili; each octahedron can produce up to 200 litres of fresh water per day in a desert region (Photo: Unesco/C. Gishler)

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The creation of the United Nations provided a new framework for international collaboration in various areas, including technical and scientific fields. Consequently, the World Meteorological Convention was adopted in Washington in 1947, establishing a new organization founded on a formal agreement between governments.

This Convention was ratified by a large number of States and in 1951 the new World Meteorologial Organization (WMO) replaced IMO, taking over its activities and traditions. In December 1951, the General Assembly of the United Nations approved an agreement between the United Nations and the World Meteorological Organization by which the latter was recognized as a specialized agency of the United Nations.

Role and aims

The role and aims of WMO are as follows:

– to facilitate international co-operation in the establishment of networks of stations and centres to provide meteorological and hydrological services and observations;

– to promote the establishment and maintenance of systems for the rapid exchange of meteorological and related information;

– to promote standardization of meteorological and related observations and ensure the uniform publication of observations and statistics;

– to further the application of meteorology to aviation, shipping, water problems, agriculture and other human activities;

– to promote activities in operational hydrology and to further close co-operation between Meteorological and Hydrological Services;

– to encourage research and training in meteorology and, as appropriate, in related fields.

The Secretariat of the Organization is located at 41 Avenue Giuseppe-Motta, Geneva, Switzerland. It acts as a link between national meteorological services.

2. Guidelines for the intention of upper primary-school teachers

2.1 Objectives

(a) To impart knowledge of meteorology to the students;
(b) To inculcate in the students, interest in meteorology;
(c) To create an awareness of the importance of meteorology in the students,
(d) To help the students see the influence of weather changes in their everyday life.

2.2 Suggested activities

Language

	Objectives	Activities	Materials	Evaluation
1.	To enrich the pupils' vocabulary on 'weather'	Build up a list of words pertaining to the weather from pictures, e.g. rainy, lightning, thunder, flood, etc.	Pictures, magazines	Assess pupils' vocabulary
		Have the pupils construct sentences with the words.		Assess the sentences
2.	To enable pupils to spell words	Cross-word puzzles		Test their spelling proficiency
3.	To broaden the pupils' knowledge about weather conditions and enable them to describe orally, in writing and in drawing	Show slides and screen films Visit to the meteorology station Give a talk on the weather	Slides, films	Questionnaires
		Have the pupils describe the daily weather	Flash cards, sentence strips	
		Discuss pictures showing the different types of weather	Pictures, magazines	
		Have the pupils write short essays with guidance from pictures		Evaluate the essays
		Have the pupils draw on a particular weather related topic; e.g. 'A Rainy Day'		
		Have the pupils record the weather in a weather chart	Weather chart	

History

	Objectives	Activities	Materials	Evaluation
1.	To create an awareness of the importance of the weather in seeking shelter	Project – to find out why man has always sought shelter Make a study of the progress in the types of shelters (homes) man lived in, i.e. beginning from the cave dwellers to the present day homes and high-rise flats	Encyclopaedia Wall charts Pictures from magazines	Questionnaires To evaluate the pupils' projects
2.	To encourage the pupils to seek information as to why certain groups of people never settled in one place, i.e. nomadic	Conduct a study/research as to why certain groups only lead a nomadic life	Encyclopaedia Wall charts Pictures from magazines	Evaluation of the analysis Questionnaires

	Objectives	Activities	Materials	Evaluation
3.	The effects of the weather on transportation and the mode of transportation	Find pictures showing the early mode of transportation and its evolution to the present mode, i.e. from the axle and two wheels to the present bullet train and supersonic air-craft	Pictures of all modes of transportation Encyclopaedia	Questionnaires

Geography

	Objectives	Activities	Materials	Evaluation
1.	To impart to the pupils, knowledge about meteorology, and	Screen informative films on meteorology, e.g. 'The Earth – its atmosphere', 'What makes clouds?', 'Weather-understanding, precipitation and the causes of seasons'	Films, slides from the WMO or National Meteorological Service or Weather Forecast Office	Assess the standard of the pupils' knowledge through quizzes or short tests
2.	To expose them to the importance of meteorology	Display pictures/posters on meteorology	Posters, charts, pictures, brochures from WMO or the National Meteorological Service	
3.	To familiarize pupils with the instruments used in measuring the various weather elements	Organize a conducted tour of a meteorological station	Meteorological instruments	
4.	To improve the pupils' skills in expressing themselves	Art competition depicting weather-related events Scrap-book competition	Drawing paper, art pencils Pictures, magazines, gum, scissors	Asses the art work Assess the scrap-books

Mathematics

	Objectives	Activities	Materials	Evaluation
1.	To improve the pupils' skills in the collection and analysis of data	Collection of data from newspapers and local meteorological stations	Newspapers, data from local meteorological station	Questionnaires Short tests e.g. giving the pupils data of rainfall from January to December and asking them to develop a histogram on their own
2.	To improve the pupils' skills in drawing, and	Plotting of graphs (i) histogram, e.g. histogram of temperature or rainfall vs time (months) (ii) pie-graph (iii) pictograph, e.g. rainfall vs time can be represented as: e.g. □ = 10 cm of rainfall Jan □□□ Feb □□▭ Mar □□□□▭ Dec rainfall (iv) weather chart e.g. Sun Mon Tues Wed Thur Fri Sat	Colour papers Colour pencils Manila card	
3.	To make the pupils aware of the importance of using standardized units and scales of measurement			

Science

	Objectives	Activities	Materials	Evaluation
1.	To motivate the pupils to participate in scientific activities	Carry out experiments on the necessity of the various elements of nature for life; e.g. germinate green beans or maize and show that sunlight, water and air are essential for their growth	Glass beakers, wooden boxes, green beans/maize seeds, cotton wool	Assess the knowledge acquired by the pupils after the experiments
2.	To familiarize the pupils with meteorological instruments and to teach them how to obtain readings from them	Make weather charts – have the pupils take daily, weekly and monthly readings of temperature, rainfall and wind direction	Thermometer, rain gauge, wind vane	Check the accuracy of the pupils' record of readings and evaluate the weather charts
		Organize study visits to meteorological stations Have the students compile a scrap-book	Camera, film, meteorological brochures	Questionnaires and quizzes

Physical education

	Objectives	Activities	Materials	Evaluation
1.	To make the pupils aware of the dangers of lightning	Screen a film on lightning	Films	
2.	To alert pupils to the implications of bad weather	Give a talk, telling them of the precautions to take when they are outdoors	Pictures, magazines	

Extra curricular

	Objectives	Activities	Materials	Evaluation
1.	To develop the pupils' knowledge about different weather conditions in different climatic regions and their influence on various human activities	Have the pupils make albums/scrap-books on various human activities in different climatic regions/countries from newspaper and magazine cuttings	Album/newsprint, drawing paper, magazines, newspapers, glue, scissors, etc.	Judge pupils' effort based on the effectiveness and 'appeal' of the picture/posters
2.	To develop the pupils' expression of weather-related events	Organize an art/poster competition on weather-related events and themes	Drawing paper, water colours, crayons, colour pencils, magic colours, indian ink, Unesco documents	Evaluate pupils' effort and display them
3.	To develop the pupils' interest in weather corecasts	Organize a camping trip for scouts and have them note down the necessary precautions based on the latest weather forecast	Tapes on weather forecast, newspapers, paper for notes	Analyse pupils's report, noting clarity
4.	To develop the pupils' knowledge about the relationship between agriculture and weather	Prepare a vegetable garden and have the pupils plant different types of vegetables. Have them prepare charts on the growth of the plants planted and the weather conditions Exhibit and display the pupils' efforts and work	Garden plot, watering cans, seedlings, fertilizers and gardening tools	Analyse the charts to see the relationship between the weather and growth of plants

3. Guidelines for the intention of lower secondary-school teachers

3.1 Objectives

(a) To encourage students to take part in research with regard to meteorology.
(b) To encourage students to collect information and make analyses.
(c) To impart knowledge on the importance of meteorology in their everyday life.
(d) To motivate students' participation in meteorological activities.
(e) To help students understand the basics of meteorology through selected activities.
(f) To improve the students' skills in expressing themselves about meteorological problems.
(g) To help students to be informed about the World Meteorological Organization and World Meteorological Day.
(h) To inculcate in the students, interest in the conservation of nature.
(i) To alert students to the impact of human activities on meteorology.

3.2 Suggested activities

Language

	Objectives	Activities	Materials	Evaluation
1.	To enrich the pupils' vocabulary of meteorological terms	Explain certain meteorological terms in relation to their Greek or Latin origin e.g. 'Meteora' means 'things in the air' and 'Logos' means 'words about' thus meteorology means 'airology'	Encyclopaedia, magazines	Assess pupils' vocabulary
2.	To instil in the pupils the awareness of environmental differences in various localities	Project – pupils to collect data on the amount of rainfall in different localities. Then have them make a histogram of the rainfall data	Rain-gauge	Questionnaires to test pupils' knowledge gained from the projects
		Project – pupils to take temperature readings of different localities and have them make comparisons	Thermometer	
		Essay writing on topics such as 'Why rainfall varies from area to area'		Assess pupils' understanding
3.	To broaden their knowledge of weather conditions	Invite personnel from the meteorological station to give a talk		Questionnaire
		Visit a meteorological station		
4.	To arouse pupils' interest in weather conditions and improve their language skills	Have the students collect newspaper cuttings and make a class competition to choose the best scrap-book	Newspaper cuttings	Evaluate the collection and the relevance to the objective
5.	To enable pupils to learn the various names of clouds	Photographic competition	Camera, film	Assess the photographs

History

	Objectives	Activities	Materials	Evaluation
1.	To make the pupils aware of the significance of past geographical phenomena on the changes in meteorological conditions	Have the pupils read about volcanic eruptions and their effect on the weather; e.g. The Krakatua volcanic eruption in Indonesia in 1900	Reference books, encyclopaedia	
		Screen films, video-tapes or slides which may be borrowed from a museum or meteorological station	Films, slides, video-tapes	
		Visit the National Museum to allow the pupils to gather more information on what they have learned from their books		
		Pupils to take down notes on what they have read or seen		Questionnaires on what they have learnt or seen
2.	To help pupils understand that weather varies from place to place and climatic changes influence human activity	Have the pupils make an album or scrap-book of newspaper cuttings depicting this	Newspapers, magazines, pictures	Evaluate the work done

Geography

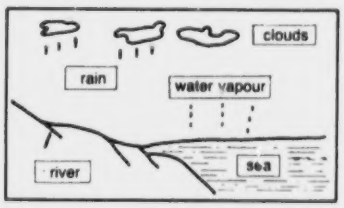
	Objectives	Activities	Materials	Evaluation
1.	To impart knowledge of meteorology to the pupils	Have the pupils list the various elements of the weather Organize a talk by meteorologists on meteorology and also career opportunities	Geographical magazines, books on meteorology	
2.	To inform pupils of the importance of meteorology in agriculture, industry, transportation, etc.	Screen informative films on this subject Visit irrigation schemes, hydro-electric power stations to understand the application of meteorology in their planning and maintenance	Films, video-tapes	
3.	To improve the pupils' understanding about meteorological problems – their causes and effects and precautionary measures to take	Screen films Visit sites of affected areas, e.g. flood or drought area. May also have the pupils offer relief assistance to alleviate the suffering of the victims		
4.	To improve the pupils' skill in expressing themsleves about meteorological issues	Organize art and photo competitions depicting weather – related events/conditions	Art materials prizes	Assess the relevance of topics chosen
		Have the pupils compile scrap-books/album of various events from newspapers and/or magazines	Newspapers, magazines, art materials	Evaluate the pupils' efforts
		Have the pupils write essays on various meteorological issues, e.g. on the themes of WMD		Assess the pupils' essays
		Display these in a 'Meteorology Corner' together with photographs, pictures, charts, etc.		
		Set up a meteorological station in the school. Have the pupils take readings from the instruments and table these in weather charts		Evaluate the accuracy of the data collected by the pupils
		Hold inter-school quizzes on meteorological knowledge and weather-related events		
5.	To make pupils aware of the need for international co-operation in the collection of meteorological data and making of weather forecasts as well as understanding meteorological phenomena	Have the students read up and discuss this subject Invite personnel from WMO or personnel from the Meteorology Department to give a talk	Materials from the library and meteorological services	

Mathematics

	Objectives	Activities	Materials	Evaluation
1.	To improve the pupils' skills in collection and analysis of data	Collection of data from newspapers and local meteorological stations	Newspapers Data from local meteorological station plus data pupils collect themselves by using a (i) thermometer (ii) rain-gauge (iii) barometer	Questionnaires Short tests
2.	To improve the pupils' skills in drawing and plotting, and	Plotting of graphs (i) histograms e.g. histogram of temperature or rainfall vs time (months)		
3.	To make the pupils aware of the importance of using standardized units and scales of measurement		Manila card colour pencils colour paper	
		(ii) pie-graph (iii) pictograph e.g. rainfall vs time		

	Objectives	Activities	Materials	Evaluation
4.	To improve the pupils' skills in programming and storage of data in a computer	Computer programming	Computers Diskettes	Check whether the programmes work or not

Science

	Objectives	Activities	Materials	Evaluation
1.	To motivate pupils to participate in scientific activities	To make models on (i) soil eroson (ii) water cycle, land and sea breezes  	Plasticine, sawdust, colours, cotton wool	To display the pupils' exhibits and assess them To assess in the form of tests
2.	To encourage pupils to give and seek information on meteorology	To organize film shows and discussions To organize study visits to meteorological stations and airports To set up an exhibition where the pupils can display their exhibits, models, charts, graphs and experiments	Films Newspaper cuttings, scientific magazines, slides and radio cassettes-tapes	

Physical education

	Objectives	Activities	Materials	Evaluation
1.	To make pupils aware of the implications of bad weather	Give a talk Show a film Have the pupils carry out a survey on accidents due to bad weather		Assess their knowledge Assess their survey
2.	To develop the pupils' appreciation of weather information and its relevance to everyday life	Have the pupils make a survey of the countryside Have the pupils hold a discussion		Assess the pupils' survey Evaluate the discussion

Extra-curricular

	Objectives	Activities	Materials	Evaluation
1.	To develop pupils' knowledge about weather variation vis-à-vis climatic regions and its influence on human activities	Have the pupils make albums on various human activities in different climatic regions/countries from newspaper cuttings Display them	Albums, newsprint, drawing paper, magazines, newspapers, glue, scissors	Evaluate pupils' efforts
2.	To give pupils the opportunity to depict weather-related events	Organize an art/poster/photography competition on weather-related events	Drawing paper, water colours, crayons, etc.	Judge pupils' efforts based on the effectiveness and appeal of the pictures, posters
3.	To develop the pupils' interest in weather forecasts	Organize a camping trip for students and have them note the necessary precautions based on the latest weather forecast	Weather forecast on tape/ newspapers, paper for notes	Analyse pupils' reports noting clarity of thought/understanding
4.	To help pupils understand the relationship between agriculture and weather	Prepare a vegetable garden and have the pupils plant different types of vegetables. Pupils to note growth in relation to the weather Exhibition	Garden plot, watering can, plants, seedlings, fertilizers, garden tools, charts	Analyse charts and check pupils' analyses

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The Commission also wishes to convey our appreication to:
The Malaysian Meteorological Service

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Teaching guidelines to promote the observance of World Post Day (9 October)

Prepared by Mr Joseph A. Xerri, Education Officer
in charge of the Associated Schools Project in Malta,
in co-operation with
teachers participating in the Project

Introduction

Throughout the world, 'World Post Day' is celebrated every year in commemoration of the signing of the Treaty of Berne on 9 October 1874, which led to the creation of the Universal Postal Union (UPU). However, it was only during the UPU 1969 Tokyo Congress that, by rsolution C11, it was recommended that this foundation day of the Universal Postal Union be observed as Universal Postal Union Day every year on 9 October.

However, at the UPU Hamburg Congress of 1984, by resolution C32, it was decided that the title of Universal Postal Union Day be changed to 'World Post Day' (WPD). Two of the reasons given for this change were:
(i) That the title 'Universal Postal Union Day' might not have the desired impact on the authorities and the public, for whom the information campaign is destined.
(ii) That a title containing the word 'Post' would be more likely to increase awareness of the day.

The principal aim of the observance of this day is to familiarize the authorities and the public in general with the Universal Postal Union's aims and work, with the post's vital role in the social, cultural and economic development of countries and with the various services made available to the public by postal administrations.

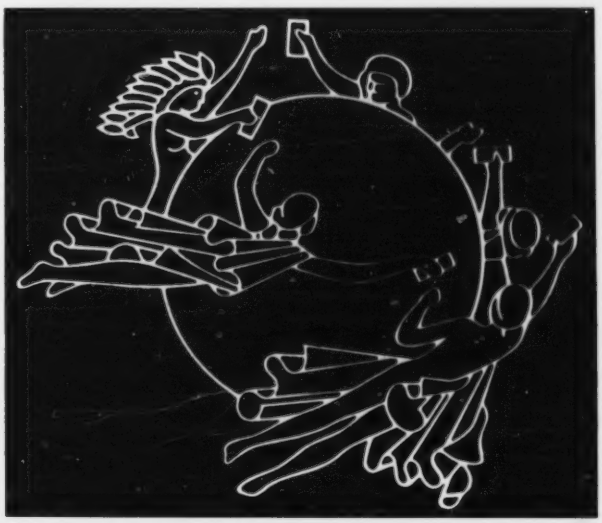
Schools also have an important role to play in the celebration of World Post Day as it is imperative that children should be made aware of the importance of the post in the life of one and all.

For example, thanks to the post it is possible, without travelling, to send to, or receive from, a person living at a distance:
– personal, family, administrative or business letters; written material of all sorts, directives, instructions, notifications, studies, reports, requests, claims, orders, invoices and voting papers;
– printed papers, books, newspapers, magazines, prospectuses and catalogues;
– photographs, records, films, punched cards and magnetic tape; recorded data of all kinds;
– articles of all kinds, goods, samples and medicaments.

Thanks to the postal financial services, it is possible:
– to send money, to pay a debt, to pay bills, taxes and miscellaneous dues;
– to recover a debt at a distance and to have a COD item delivered;
– to pay wages, pensions and social benefits of all kinds.

Through the giro service, private persons and businesses can use a giro account to perform all transactions involving payment to third parties, cashing cheques and bills of exchange, sight withdrawals, withdrawals inside countries and, for some countries, withdrawal of foreign currency for trips abroad, etc.

Thanks to the Post Office Savings Bank, it is possible to invest one's savings at interest; to obtain loans and pay the interest; to take out insurance and pay the premiums; to draw benefits; to subscribe to loans and draw the interest; to buy or sell securities, etc.



Emblem of the Universal Postal Union (UPU)

For all these reasons, the post is, for the majority of countries:
– a powerful element of national unity and political cohesion as well as an efficient tool of administration;
– a direct and indirect promoter of economic development and the essential prelude to the development of backward areas;
– a basic factor in social and cultural development.

The Universal Postal Union is one of the oldest intergovernmental organizations, but is not very well known to the general public.

Historical review

The origins of the post go far back and perhaps one can trace it to the time when a communication system operated by word of mouth or writing and where relays of men and horses stationed at different points along roads transmitted the messages and orders issued by the royal households to their vast domains. Later, monastries and universities set up their own courier system. Guilds and merchants were later allowed to make use of the couriers of the royalty and the monastries.This state of affairs lasted until the end of the Middle Ages when new developments such as printing and the discovery of new lands increased the need for communications. However, it was not until the sixteenth century that, on the initiative of Franz von Taxis, agreement was reached on the transmission of mail between Austria, Germany, the Netherlands, Italy, France and Spain. But these agreements were bilateral and because of the different rates, units of weights and measures adopted by each country, a complex system difficult to run gradually developed.

Postal administration authorities realized the need to standardize charges and simplify formalities. The introduction of a single rae – the penny postage – hand in hand with the introduction of the postage stamp by Rowland Hill in 1840 opened up new horizons.

In 1863, on the initative of the Honourable Montgomery Blair, Postmaster General of the United States of America, a conference was held in Paris in which fifteen countries took part. The conference established a number of general principles which administrations were recommended to bear in mind when concluding postal conventions with other administrations.

The attempts made to improve the service by applying uniform principles in the bilateral agreements could not meet for long the growing needs arising from the rapid development of international relations.

Heinrich von Stephan, a high-ranking official of the Postal Administration of the Confederation of Northern Germany, suggested that a conference of representatives of various postal administrations be held to discuss the posibility of developing a single international convention concerning postal relations.

The Swiss Government took up this suggestion and on 15 September 1874 a conference was held in Berne. Twenty-two countries were represented. As a result of this conference, the Treaty of Berne was signed on 9 October 1874 thus founding the 'General Postal Union' and establishing the first collective convention governing the international postal service.

The convention came into force on 1 July 1875. Three years later, because of the great number of countries joining the Union, the title was changed to 'Universal Postal Union'.

The Universal Postal Union became a specialized agency of the United Nations under the terms of an agreement which became effective on 1 July 1948.

Information: The postal service in the world. There are over 630,000 post offices in the world. Every year they handle over:
158 thousand million letters and postcards;
128 thousand million printed papers and small packets;
2 thousand million postal cards;
430 thousand million dollars worth of money orders;
85 thousand million dollars in giro accounts deposits;
103 thousand million dollars in saving account deposits.

(Further interesting information and charts about the postal service can be obtained from the booklet "The Postal Service in the World" published in many languages by the Universal Postal Union, Berne, Switzerland.)

A special theme for World Post Day

Every year the Executive Council of the Universal Postal Union selects a theme for World Post Day. In 1986, on the occasion of the International Year of Peace, the theme chosen was 'The Post, Messenger of Peace'.

Guidelines for the intention of upper primary-school teachers

Overall objectives:

1. To encourage school teachers to observe World Post Day through normal lessons in various subjects.

2. To enlarge children's oral and written expression through quizzes, conversation, crossword puzzles, etc., mainly dealing with postal services.

3. To broaden the knowledge of mathematics, science, geography, history, etc., through various activities connected with the postal services.

4. To improve the general knowledge about postal services and help children appreciate the work carried out by post office personnel.

5. To enable children to realize that through the post (letters, postcards, etc.) friendship can be created between individuals, thus sowing the seeds of permanent peace among nations.

Subject: LANGUAGE (Maltese)

Objective:

(i) To enlarge the students' vocabulary concerning the post office.

(ii) To make the students aware of the different postal services.

Activities:

(i) Prepare lists of words concerning the post office, e.g. postage stamp (bolla), postage due (taxxa postali), rubber stamp (timbru), hand-post mark (timbru ta' l-idejn), letter (ittra), registered letter (ittra registrata), express letter (ittra mghaggla), address (indirizz), sender (min baghat l-ittra), writing paper (karta ta' l-ittri), postcard (kartolina), telegram (telegramma), telegram form (karta tat-telegrammi), newspaper (gazzetta), printed matter (materjal stampat), parcel post (pakkett postali), postal order, money order, money exchange (tisrif), envelope (invilopp), letter box (kaxxa ta' l-ittri), post office box (kaxxa tal-posta), post office (ufficcju tal-posta), postman (pustier), sorter, duty (dazju) and any other words associated with the postal services.

(ii) Prepare flash-cards and pictures, and provide students with as many of the items in (i) as possible so that the students can handle them.

(iii) Ask the students to write definitions of the words in (i) and when possible make drawings of these and exhibit them in class.

(iv) Invite the students to make cross-word puzzles and other games (e.g. snakes and ladders) using the vocabulary in (i).

(v) Ask the students to write sentences using words in (i).

(vi) Ask the students to write a brief composition using as many of the words in (i) as possible.

Materials:

Flash-cards, pictures, dictionary, postal regulations, stamps, etc.

Evaluation:

Measure improvement of students' vocabulary. Grade cross-word puzzles and games. Assess sentences and compositions for originality, ideas, style and language.

Subject: LANGUAGE (English as a second language)

Objective:

(i) To enlarge the students' vocabulary.

(ii) To improve their knowledge about the postal services and how to use them.

(iii) To help children improve both their oral and written English.

Activities:

(i) Prepare lists of words concerning the postal services: e.g. stamp, letter, express letter, registered letter and ask children to use them in sentences to show that they understand the meaning of these words.

(ii) Explain the importance of writing the address on letters legibly and correctly. Show children how to set out the address on an envelope. Envelopes could be drawn and children asked to write the address.

(iii) Train children to write letters to friends, paying special attention to the lay-out of the letter – address – content – closing.

(iv) Invite someone from the post office to give a talk to children about the work of the postman; the story of the letter from sender to recipient – words and phrases are to be jotted down by children or teacher to be used later in essays, story-telling and conversations.

(v) Ask children to write letters to friends, tell the story of a letter.

(vi) Try to find simple poems and prose passages connected with postal services using them for comprehension (multiple choice).
(vii) Encourage children to write letters to penfriends or if possible make arrangements for exchange of letters between your students and students at a school abroad.

Material:
Dictionary, poetry books, postal material obtained from post office, stamps, postcards, envelopes, used envelopes, etc.

Evaluation:
(i) Measure improvement of students' vocabulary.
(ii) Read in class letters written by students and ask children to discuss these letters pointing out any mistakes not only in language and grammar but also in format.
(iii) Keep a record of letters received and sent to check the success of the exchange.

Supplementary reading material for unit and quiz

Philately, or stamp collecting as it is more commonly known, is one of the most interesting and profitable hobbies. It is followed by old and young alike in most countries all over the world.

The small island of Malta is no exception and stamp collecting is a very popular pastime with Maltese and foreigners. There are many reasons for this – one of which is the rich variety and artistic merit of Maltese stamps – especially those issued in the last twenty years or so.

Another reason for the popularity of stamps from Malta is related to the rich and varied postal history of the island. Malta's postal history is, of course, much older than the history of the postal service as such. As in all other European countries the delivery of letters preceded organized postal services by hundreds of years.

For the organized postal services, linking the Maltese islands with Sicily, Italy and the rest of the Mediterranean was an important aspect of the rule of the Order of St John between 1530 and 1798. The service was used mainly by the Knights of the Order, the Head of the Church in Malta as well as by Maltese merchants. After the beginning of British rule in 1800, postal communication both within the islands and overseas was considerably improved. By 1857 British stamps had already been introduced in Malta and a year later their use for outgoing mail was made compulsory. These stamps remained in use until 1884. However, in 1860 the halfpenny inland post was introduced. At that time there was no British stamp of that denomination in England. So, it was decided to issue the very first Malta stamp – the halfpenny postage stamp.

On 31 December 1884 the Post Office of Malta was established as a separate authority from the General Post Office in London. A set of postage stamps consisting of six values and featuring four designs was issued on 1 January 1885. It was to be used for both local and overseas postage. Philatelists refer to this set as 'the Queen Victoria head set of stamps'. The issue of the stamps coincided with the appointment of a postmaster for the island of Malta. On 2 January 1985 the Malta post office issued a beautiful set of stamps to commemorate the centenary of the first set of Maltese stamps.

During this period of 100 years the post office in Malta has made a substantial contribution to the growth of the national economy by providing a very efficient postal service which links every town and small village in the Maltese islands with the rest of the world at the lowest cost.

Likewise, the contribution to the world of philately has been a considerable one. In recent years colourful and artistically produced stamps have featured themes as varied as art and air transport to Maltese naval history, the World Cup and the International Year of Peace 1986.

Underline the correct answer in questions 1-3

1. A philatelist is a person
   (a) who sells stamps in bulk;
   (b) who buys stamps in bulk;
   (c) who prints stamps for the post office;
   (d) who collects stamps as a hobby.
2. Maltese stamps were:
   (a) the same as British stamps;
   (b) older than British stamps;
   (c) more common than British stamps;
   (d) were introduced after British stamps.
3. The first set of Malta stamps:
   (a) was issued in 1985;
   (b) was issued in 1885;
   (c) was issued in 1884;
   (d) was issued in 1857.
4. Explain in your own words why letters are older than the postal service.

   _____

   _____

   _____

   _____

5. Choose three dates given in the text above and explain briefly the significance of each.

   (a) _____

   _____

   (b) _____

   _____

   (c) _____

   _____

6. From your reading of the passage as a whole write down four items of information about Maltese stamps.

   (a) _____

   _____

   (b) _____

   _____

   (c) _____

   _____

   (d) _____

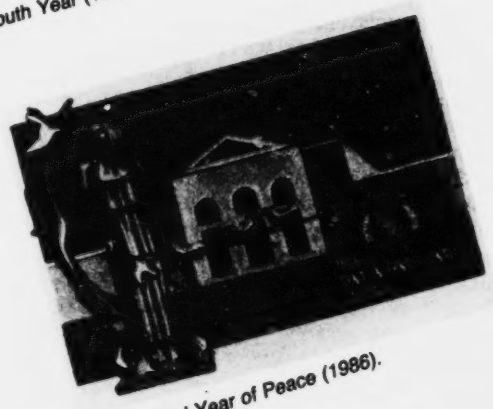
   _____

Malta issues many stamps for international years:

40th anniversary of the United Nations (1985);

International Youth Year (1985);

International Year of Disabled Persons (1981);



International Year of Peace (1986).

Subject: SOCIAL STUDIES

Theme:
The Post: An instrument of peace

Objectives:
(i) To sensitize children to this important service which unites nations.
(ii) To enable children to realize that the post is the major link between so many families having members abroad.
(iii) To make children appreciate the work carried out by post office personnel, at home and abroad, to convey and deliver letters and other postal articles under various circumstances (favourable and difficult).
(iv) To make children realize and treasure the friendship created by means of the post; friendship between individuals is the seed of permanent peace among nations.

Activities:
(i) Ask children to bring letters delivered in Malta, which have come from different countries. On a map of the world mark country of origin and trace the route taken by the letter to reach Malta – by surface or by air mail.
(ii) Trace the outward route of our letters: 1st stage to important airports/ports; 2nd stage to destination. Trace routes on map.
(iii) Visit the local branch post office; then the central offices in Valletta (Central Mail Room at Castille) and see incoming and outgoing mail by air and surface. Sorting.
(iv) Invite present and retired postmen and ask them to recount their experiences. Contrast the different aspects of modern and former times: amount of mail, how literacy affected their work, means of transport, etc.
(v) Call on children to tell the story of a letter sent to a relative abroad (U.K., Canada, Australia, etc.) and a letter received. Compare time taken by letters to and from Malta.
(vi) Request children (especially the older ones) to tell what their friends abroad have told them in their letters about their country, life and experiences.

Material:
Collect letters originating from different countries. Stamps from different countries. Maps and illustrations supporting children's accounts of different countries. Illustrations on postmen, transport and offices.

Note: Activities (i), (iii), (iv), (v) are easily adaptable to other countries.

Evaluation:

Measure children's knowledge of difficulties met with by post office employees in different countries (climate, distance and geographical knowledge about climate, people and hazards met with by postmen).

Measure children's appreciation of the importance of the post for people isolated because of their work or profession (seamen, soldiers, oil explorers and employees on oil rigs). The post here is almost the only link.

Check children's impression on the important work of the post office.

Gauge children's geographical knowledge acquired during this exercise.

Subject: MATHEMATICS

Objectives:

(i) Enable the pupils to become familiar with the postal services.

(ii) Enable the pupils to become aware of the mathematics involved in running and using the postal services.

(iii) Generate mathematical activities, thus enriching the subject through realistic applications.

Activities:

(i) Measurement of various items connected with the postal services, such as envelopes, sheets of paper normally used for letter-writing, postcards, greeting cards, invitation cards, stamps. Finding the weight of various letters and parcels.

(ii) Collection of data related to postal rates, such as postage on letters and parcels, normal/express/registered rates, postal orders, telexes, telegrams.

Differentiating these rates for local, surface and air mail services.

(iii) Collection and delivery time-schedules. Average delivery times to various destinations.

(iv) Organization of data through the use of tables, block-graphs, step graphs, etc.

(v) Use of sets and set notation for the sorting and classification of the information obtained.

(vi) Problem-solving activities involving weight, time, money, rates, averages.

Material:

Postal information sheets, and other statistical information related to postal services, as provided by the local G.P.O.

Evaluation:

Assess improvement in the pupils' knowledge and application of the mathematical concepts used.

Exhibit selected works from projects and charts (such as tables of rates, graphs etc.,) used for the above activities.

Subject: SCIENCE

Theme:

Stamp-making and collection

Objectives:

(i) To inculcate a scientific attitude in children through observation and discovery.

(ii) To instil in children a scientific outlook by examining the procedures of making stamps and collecting them.

(iii) To give children the opportunity to learn or improve their practical abilities.

Activities:

A. The life history of a sheet of paper. 'From Seed to Stamp'

(i) Seeds growing into trees–conditions of soil, climate, temperatures and humidity.

(ii) Trees turned into wood–process of dehydration of plants and trees. A visit to a lumber plant should be organized by the school at this stage.

In countries where such facilities are not available, use could be made of slides, films, video etc.

(iii) Paper–various qualities and properties should be examined–such as colour, texture, absorption, thickness. These factors are to be discussed to determine their suitability for stamp making.

B. Glues 'Organic and synthetic'

(i) Obtain various samples of glues and compare their different properties, e.g. How quickly they dry; are they easily soluble in water; can they be applied in a very thin film.

(ii) Obtain information and if possible a sample of glue used for stamps from a local stamp printing/making organization.

C. The science of looking after stamps

(i) Practice in measurements: viz. dimensions, perforations.

(ii) 'Colours and light conditions'. Expose stamps of different makes and colours to light coming from various sources such as the sun, mercury lamps, sodium lamps, infra red and ultra violet radiation.

Vary the intensity and time of exposure of the stamps to the light.

(iii) Study the water marks on stamps. Use (a) ordinary light (b) light on a dark background (c) ultra violet lamps.

(iv) Moulding and rusting of stamps. Store stamps in dark and humid conditions. Look at stained stamps under the microscope and record observations. Try some organic solvents like alcohol, acetone to remove the stains. Compare with water and detergents.

(v) Discuss methods for preventing such defects from occurring.

Materials:

Books, literature, charts dealing with above topics and activities. General science equipment found in the school laboratory, such as microscope, magnifying glasses, light sources and any other ancillary apparatus found in normal school laboratories. A collection of stamps, albums and storage albums and a supply of various stamps, old and new.

Evaluation:

Make use of work sheets during each activity. These should be varied in difficulty levels and structured to lead from one activity to the other.

Have an activity checklist for the class to tick each activity once completed.

Construct a pupil's profile sheet to be completed monthly/quarterly/half yearly/annually.

Organize a project on stamps, experiments carried out and exhibit the children's work.

Subject: PHYSICAL EDUCATION

Theme:

Sports and philately

Introduction:

Sports philately is one of the most popular themes for stamp collectors. Many sports enthusiasts have noted great attraction of sports philately as an expression of *Art and Culture* for the sport movement. The history of Olympic philately was published in 1985 by the International Olympic Committee. This book *Posts, Philately and Olympism* is an essential reference book which could be obtained from the International Olympic Committee Headquarters in Lausanne.

Objectives:

A. To increase the pupils' knowledge of the Olympic Games as a means of fostering international understanding and peace.

B. To promote the noble values of sport such as sportsmanship, fair play, respect for authority, co-operation and understanding.

C. To motivate children to appreciate art in relation to sport.

Activity:

A. Collect as many stamps as possible with a sport theme and locate the place of origin on a world map.

B. Locate the site of:

(i) The next modern Olympic Games to be held in 1988.

(ii) The site of the last Olympic Games held in 1984.

(iii) The sites of the Olympic Games held in 1928, 1972 and 1980.

C. Write short notes on the Olympic Games held in ..... and trace on a world map the route used by local athletes who participated in the Games.

D. Find out which sports stamps were issued in your country and write short notes on the sport they represent.

E. Select one local sport stamp for detailed study under the following headings:

(i) Type of sport.

(ii) History.

(iii) Outstanding athletes in that particular sport.

F. Examine the life and career of an outstanding athlete by considering the following questions:

(i) What was there in the life of the athlete you have chosen that interested you?

(ii) For what qualities did you admire this athlete the most?

(iii) Are there any qualities in your own life which are similar to this athlete's life?

(iv) What difficulties did the athlete encounter?

(v) Where and when did this athlete display his or her greatest courage?

G. Invite someone from the postal authorities to talk about stamp-drawing competitions. Ask children to draw 'sports pictures' as if they were competing in such competitions.

Material:

Obtain from the postal authorities leaflets showing sports stamps and first day covers. Find pictures showing different sports events—collect sports posters and pictures of outstanding athletes. Organize a small exhibition in the classroom.

Evaluation:

Sports quiz on Olympic Games and sports stamps to assess children's knowledge. Geography and history connected with the Olympic Games.

Guidelines for the intention of lower secondary-school teachers

Subject: LANGUAGE (Maltese)

Objective:

(i) To help students to appreciate the importance of postal services in maintaining links between friends and relatives.

(ii) To sensitize students to the importance of postal services in business.

(iii) To develop skills in the writing of telegrams, postcards/greeting cards and in letter-writing.

Activities:

(i) Provide telegram forms and ask the students to write telegrams on subjects of their choice.

(ii) Ask students to fill in and address postcards/greeting cards to relatives, friends and students in other lands.

(iii) Provide samples of invitations, informal letters to friends and relatives, letters to the press, business letters, etc.

(iv) Ask the students to write different types of letters as in (iii) above.

(v) Encourage the students to take up letter-writing as a hobby by writing to students in other lands. This is intended to broaden the outlook of the students, increase their knowledge, encourage world-wide friendship and foster peace and better understanding.

(vi) Encourage the students to collect information and compile projects concerning the postal services. This will widen their vocabulary and enhance their knowledge of the subject.

Materials:

Telegram forms, postcards/greeting cards. Letters to the press, invitations, etc. Information material and books related to the postal services.

Evaluation:

(i) Assess clarity and conciseness of telegrams.

(ii) Examine the content of postcards/greeting cards.

(iii) Assess letters for ideas, originality, style and language and exhibit the best examples.

(iv) Assess projects for presentation and information collected.

Subject: LANGUAGE (Italian as second language)

Objectives:

(i) To enlarge the students' vocabulary in Italian.

(ii) To broaden their knowledge of Italian 'culture' or 'civilization'.

(iii) To induce them to indulge in letter-writing in Italian.

Activities:

(i) Encourage students to find out about the historical, geographical and/or any other connection of your country with Italy.

(ii) Find out about the Italian postal services in comparison with the local services.

(iii) The means used to carry letters from your country to Italy.

(iv) Collect stamps from envelopes of letters received from Italy to show the cost of sending a letter from Italy and the cost vice-versa.

(v) Prepare lists of words concerning the postal service, e.g. lettera (letter), cartolina postale (postcard), francobollo (stamp), busta (envelope), etc.

(vi) Try to get children to find poems, make up conversations, etc., in connection with the postal service.

Materials:

Textbooks, stamps, books, maps, dictionaries, any other material available from Italian postal authorities.

Evaluation:

(i) Measure improvement of students' vocabulary.

(ii) Evaluate children's conversation in connection with postal services.

Supplementary information for teaching unit

Malta is very close to Italy: just 90 km away from Sicily (see Appendix 1). Italian is a foreign language in Malta today, but it has a deeply-rooted tradition and is still spoken widely because of the influence of Italian television, which reaches practically every Maltese household.

Contacts of all sorts between the two countries, therefore, are bound to be very strong. The number of Italian tourists in Malta is considerable, and the number of Maltese citizens who visit Italy on business or holiday is quite high. So there is a large volume of correspondence between the two countries and it is therefore worthwhile coaching students in letter-writing in Italian.

Letter-writing is a very useful exercise in language learning, and it is highly recommended in the secondary school Italian course. The official examinations invariably include letter-writing as an optional title in the essay paper. Students are also encouraged to have pen-friends and to write to them regularly. A 'unit' on the Italian postal service is therefore a worth-while exercise in the classroom, to enhance the students' knowledge of Italian language and culture.

Stamps in Italy are bought either from the post office or from the tobacconist, in contrast to the practice in Malta where stamps are available from post offices as well as from licensed shops which sell books, newspapers and souvenirs.

In every town in Italy there is a Central Post Office (Posta Centrale) which is open till late in the evening, and a number of sub-offices (succursali) with normal working hours.

The post offices in Italy are usually busy and crowded, because of the many services they offer: postage of letters and parcels, sending telegrams, current account payments, even banking services. The postal administration in Italy is currently undergoing a process of computerization which it is hoped will make the service faster and more reliable.

Correspondence from Malta to Italy is carried by Air Malta aeroplanes to Fiumicino Airport in Rome, practically every day. From Rome, it is then delivered to its destination within the peninsula. In the case of correspondence sent by sea, it is carried by the Maltese merchant fleet to Sicily and Reggio Calabria and thence to its final destination.

The following words connected with the postal service can be grouped together and used in sentences to enlarge the students' Italian vocabulary.

lettera (letter)
cartolina postale (postcard)
corrispondenza (correspondence)
francobollo (stamp)
affrancatura (postage)
timbro (postmark)
portalettere/postino (postman)
busta (envelope)
indirizzo (address)
mittente (sender)
destinatario (addressee)
posta aerea/via aerea (air mail)
via mare (by sea)
espresso (express)
raccomandata (registered mail)
soprattassa (surcharge)
codice di avviamento postale (postal code number)
stampe (printed matter)
pacco postale (parcel)
conto corrente postale (post current account)
Posta Centrale (Central Post Office)
ufficio postale (post office)
succursale (sub-post office)
furgone postale (post van)
casella postale (P.O. Box)
buca delle lettere (letter box)
disguido postale (mislaid letter)
a stretto giro di posta (by return of mail)
Unione Postale (Postal Union)

The following is a dialogue to show the use of some of the above words and phrases within a situational context:

Alla posta
(Dialogo tra uno straniero e un impiegato postale)

Straniero:
Scusi, signore, dov'è la Posta Centrale, per favore?
Italiano:
La Posta Centrale è in Piazza Cordusio. Ma qui dietro c'è una succursale, dove troverà meno gente e farà più presto.
Straniero:
Grazie, ma preferisco andare alla Posta Centrale.
Italiano:
Allora prosegua per questa via, e poi troverà una piazza e vedrà un grand palazzo a tre piani. E' la Posta Centrale di questa città.
Straniero:
Grazie infinite... Ecco la piazza, è la Posta Centrale.
Impiegato:
In che cosa posso servirla signore?
Straniero:
Ah, ecco. Desidero dei francobolli per queste lettere, e inoltre vorrei spedire questo pacco postale.
Impiegato:
Vada allo sportello numero 20. C'è un po' di folla. Le toccherà aspettare.
Straniero:
Non importa. Grazie, comunque...
Impiegato:
Tocca a Lei, signore. Che desidera?
Straniero:
Ho quattro lettere da spedire.
Impiegato:
Vediamo: una per Malta, una per l'Inghilterra, l'altra per la Svizzera e l'altra per l'interno.
Straniero:
Quella per Malta è da spedire 'espresso', per favore. Il mio amico mi ha chiesto di rispondergli a stretto giro di posta, e la sua lettera ci ha messo dieci giorni per arrivare. Il codice di avviamento postale non l'ho messo perchè a Malta non c'è.
Impiegato:
Per l'espresso c'è una soprattassa di mille lire. Quindi in tutto fa 4.400 lire.
Straniero:
Ho anche questo pacco postale da spedire, per favore.
Impiegato:
Sono stampe?
Straniero:
Sì, sono libri.
Impiegato:
Scriva 'Stampe' in stampatello vicino all'indirizzo del destinatario, e scriva l'indirizzo del mittente in alto a sinistra.
Straniero:
Ecco fatto.
Impiegato:
Questo pacco pesa un chilo e 400 grammi. Quindi in tutto Lei paga 4.400 lire più 2.900 lire: 7.300 lire.
Straniero:
Ecco diecimilà lire.
Impiegato:
Ecco il resto. Al pacco postale ci penso io. La buca delle lettere si trova all'ingresso del palazzo.
Straniero:
Grazie, molto gentile. Arrivederla.

Finally, the following poem will be read to the class. It is by Gianni Rodàri, a well-known writer of humorous and instructive books for children, who died in 1980. The poem is taken from his book *Filastrocche in cielo e in terra* (Nursery-rhymes in Heaven and on Earth).

INVENZIONE DEI FRANCOBOLLI

Non capisco perchè
la colla dei francobolli
la fanno sciapa,
sapor di rapa.

Avanti, chi inventa
i francobolli al ribes
e quelli alla menta?

Oh, che passione
i francobolli al limone...
Che delizia, che rarità
i francobolli al ratafià.

Appendix 1. Map of Italy (and Malta)

Of which the following is a literal translation:

WANTED: NEW STAMPS

I don't see why
the glue on stamps
should taste of turnips
or have some other insipid taste.

Who will invent new stamps
with a taste of blackcurrants
or sweet mint?

Oh for stamps which taste of lemon
when you lick them!
If only we could have stamps
with the taste and smell of cherryplums!

Subject: FRENCH (as a second language)

Objectives:

(i) To enrich students' vocabulary;
(ii) To improve the geographical knowledge of the French-speaking world *(la Francophonie);*
(iii) To introduce new skills enabling the students of French to express themselves with ease and enthusiasm when referring to the postal service.

Activities:
(i) Prepare a list of countries and territories pertaining to the French-speaking world, students could choose from the following:
Europe: Belgium (Walloonie), France, Luxembourg, Monaco, Switzerland, (Suisse romande), Val d'Aoste (Italy).
North Africa: Algeria, Morocco, Tunisia.
West Africa: Benin, Burkina Faso, Chad, Côte d'Ivoire, Guinea, Mali, Mauritania, Niger, Senegal, Togo.
Central Africa: Burundi, Cameroon, Central African Republic, Congo, Gabon, Rwanda, Zaire.
North America: Quebec (Canada), St Pierre-et-Miquelon, Louisiana (U.S.A.).
South America: Guyana.
West Indies: Guadeloupe, Martinique, Haiti.
Indian Ocean: Comores, Djibouti, Madagascar, Mayotte, Mauritius, Reunion, Seychelles.
Pacific Islands: Bora Bora, Moorea, Tahiti and the rest of the Polynesian Islands, Vanuatu (ex-New Hebrides), New Caledonia, Wallis and Futuna Islands.
Antarctica: Kerguelen Island, Adelie Land.
(ii) Collect postage stamps and postcards thereon – encourage individual and/or class to classify correspondence between pupils from schools of the above-mentioned countries;
(iii) With the assistance of the local postal authorities trace on a world map the frequency of postal communication with a selection of the countries referred to above;
(iv) Prepare chart(s) on the local postal service and in the world (ref. *Le Service Postal dans le Monde,* bilingual edition published in 1983 by the Universal Postal Union to mark World Communications Year);

(*Note:* Teachers could likewise prepare lectures on the role of the post as a factor in economic, social and cultural development.)

References:

Antoine de Saint-Exupéry, contemporary French novelist.
(Literature): His life and works – *Courrier Sud, Terre des Hommes, Vol de Nuit.*
Memorandum on the role of the post as a factor in economic, social and cultural development (Universal Postal Union, Berne 1982);

Poster

(v) Gather information on some of the countries listed above (number of inhabitants, area, flag, local dialects, mineral resources, industry, imports and exports, etc.);
(vi) Invite an external French-speaking lecturer, to deliver a talk on the French-speaking world, or on any of the countries referred to above.
(vii) Encourage pupils to contribute collectively towards the setting-up of an exhibition on the French-speaking world. The exhibition would be a display of children's efforts in this field and would likewise serve as a show-window or 'travel agency' (Agence de Voyages). (The postal services in French-speaking countries could include one of the subjects on display);
(viii) Screen a number of films – travelogues – on countries which figure in the above list. These short films could be made available by the cultural services of the embassy representing each respective country;
(ix) *Evaluation:*
Prepare a questionnaire in the form of a multiple-choice exercise on the above with the aim of assessing the improvement of the students' geographical knowledge and awareness of the important role of the postal service as a factor in economic, social and cultural development.

Material:
Geographical books, maps, charts, newspaper cuttings, magazines, tourist brochures, encyclopaedias and other source material.

(*Note:* To boost still further the students' motivation, various cultural and/or educational institutions could award book prizes to the most deserving students.)

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2. *Les Iles du Pacifique–Spécial Monde et Voyages* (Larousse).
3. *Le Service Postal dans le Monde–Année Mondiale des Communications–1983* (Union Postale Universelle).
4. *Une langue : le français aujourd'hui dans le monde*–(Hachette)–Marc Blancpain et André Reboullet.
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6. Memorandum on the role of the post as a factor in economic, social and cultural development–Universal Postal Union, Berne 1982.

Subject: SOCIAL STUDIES

Theme:
The post links nations together

Objectives:
(i) To inculcate a sense of co-ordination and co-operation for the benefit of all: the post offers an excellent example.
(ii) Inform children of certain rules which have to be followed in order to offer quick and efficient service.
(iii) To help children realize the importance of the post from different angles and views: the family, news, economy, education; it is even a help and makes a valid contribution towards a better life for the blind (free post), the handicapped, prisoners of war, disabled and elderly people. The post helps stave off loneliness.

Activities:
(i) Visit the local sub-post office, branch post office and then the G.P.O. counter and mail rooms and discover the different activities.
(ii) Note the different services offered by each branch and how the general public is served.
(iii) Ask children to list postal rates for each service.
(iv) Make them realize the work involved in sending a registered letter, a parcel by different routes (air, surface, S.A.L. etc.).
(v) Encourage children to collect stamps from as many different places as possible and plot these on a map of the world. Trace the route to and from Malta.
(vi) Contact former and present post office employees and invite them to talk to children or have the children interview them.
(vii) Draw and explain the logo of the U.P.U. which exactly interprets the scope of the Union: co-operation in giving a service to all nations.

Material:
Letters from different countries. Map of the world, illustrations from the various countries. A selection of stationery: registration envelopes, labels, forms available to the public. A selection of photographs of post office personnel in uniforms, offices on the islands and abroad. An enlarged drawing of the U.P.U. logo, list of member countries, seat at Berne (Switzerland), etc.

Evaluation:
Measure children's knowledge of the services offered and how we can avail ourselves of them.
See if children know the proper lay-out of the envelope, with address correctly written and the name of the sender on the back of the envelope. They should be made aware of any mistakes, which could result in non-delivery.
Gauge children's impression of the dedication of post office employees in the exercise of their duty, especially during the Christmas rush period, and in difficult situations.
Evaluate children's geographical knowledge of the most familiar countries: Italy, Libya, United Kingdom, Canada, U.S.A., Australia, New Zealand.

Subject: HISTORY

Theme:
Postal services in Malta

Objectives:
(i) To increase students' knowledge of the development of such a vital service within the community.
(ii) To promote appreciation of the organization of postal services first within the nation then at the international level.
(iii) To trace the part played by U.P.U. in the organization and standardization of the postal service world-wide.
(iv) To indicate the importance of the post to places such as Malta, isolated by being an island. Postal relations with foreign countries.
(vi) To explain to students the rich national heritage of archives: letters which are a source material for a country's history.

Activities:
(i) Trace the development of the postal service from antiquity to early Middle Ages to which period early Maltese material may refer.
(ii) Trace such development from 1530 to 1840, then to the present day.
(iii) Visit the National Library where a collection of old letters may be seen, dating from the eleventh century.
*(iv) Visit the Cathedral Museum (Mdina) and show students old letters. Ask students to list sovereigns and nobles connected with Malta.
*(v) Gather information on the first primitive delivery service within the island (couriers, post office runners) and compare with the present: means of transport, volume of mail, etc.
(vi) Request students to gather information on how letters were paid for (on delivery), letters to be called for, etc.
*(vii) Trace places which served as General Post Office in Valletta, and the first post office in towns and villages.
*(viii) On a map plot the present offices: sub-post offices, branch post offices and General Post Office and central mail room and parcel office (Valletta).

Material:
*Copies of old letters from the National Library, the Cathedral, etc.
*Pictures and illustrations of early letters (Malta Philatelic Society Magazine). Illustrations of early letters.
*Photographs of past and present General Post Office buildings.
Maps and charts. Annual statistics and annual reports of the Department of Posts. U.P.U. publications and large logo.

Evaluation:
Measure the knowledge of the historical development of the postal service in Malta.
Measure students' knowledge of Malta's membership within the U.P.U. (pre-1964 and after).
Compare old and modern services with regards to people using the post (formerly kings, nobles, merchants only) and today, through the organization of the U.P.U., the post is within the reach of everyone.
Assess students' views on the importance of an organized postal service in a country like Malta.

(*Note:* Parts marked by asterisk (*) could be easily adapted to other countries.)

Subject: DRAMA

Objectives:
(i) To sensitize students to the importance of the postal services as a means of communication in life today.
(ii) To help the students get acquainted with the various aspects of a postman's work and start to appreciate it.
(iii) To enhance students' awareness that communicating through the post is an interesting aspect of today's life.

Activities:
(i) Discuss the subject: means of communication used by man, starting from very early to modern times.

Exercise
Students choose to live in a specific era, ancient or present. They communicate with one another using the means available at their time.

Game
(i) Students communicate, choosing their own means of doing so. Other students guess who they are or in which period they are living.
(ii) Ask students to obtain information regarding the first postal service.
Discuss the difficulties and hazards experienced by these pioneers.
Dramatize a postal service in the far west.
(iii) Discuss the subject: the advantages and disadvantages of being a postman in your country today.
Make a list of the advantages and disadvantages.

Exercise:
Students become postmen working under different conditions. They respond to varying conditions suggested through recorded sound effects and music indicating various weather conditions, different localities, and various seasonal occasions such as Christmas, Mothers' Day, St Valentine's Day, etc.
Students prepare a simple questionnaire covering the points discussed above. Each student tries to obtain the answers to the questionnaire from his/her district postman.
Students draw up a report on the questionnaire.
(iv) (a) Discuss the various kinds of letters.
Make two lists: letters that normally convey good news, and letters that normally convey bad news.
(b) Exercise
Each individual student chooses to be a specific type of letter. He decides upon the message it contains. He writes the letter. He becomes the letter, walking about and uttering his message. He arrives at his destination and conveys his message to another student who becomes the recipient. The recipient reacts to the message.
(c) Short play writing
Students work in groups. Each group chooses to write a short play on one of the following:
(i) A happy family receives a letter containing good news.
(ii) A happy family receives a letter containing bad news.
(iii) An unhappy family receives a letter containing good news.
(iv) An unhappy family receives a letter containing bad news.
(d) Each group enacts its own play.

Materials:
History books, pictures showing man through the ages, recorded sound effects of wind, rain storms, rural and urban atmospheres; music related to Christmas, Mothers' Day, St Valentine's Day, etc.

Evaluation:
(i) Assess each student's use of imagination, creativity and improvisation.
Assess his/her ability to communicate to the group.
(ii) Assess each student's ability to approach and obtain information from outsiders.
(iii) Assess each group's ability in playwriting and each student's performance in the play.

Subject: MUSIC

Theme:
Music and philately

Introduction:
The art of philately is both fascinating and intellectually stimulating. Stamp collecting reveals an astonishing number of different cultures through which we can understand, appreciate and eventually analyse the characters of the different peoples concerned. This can be done very effectively through the integration of philately and music.

It is worth noting that there exists in England the 'Philatelic Music Circle' which is a Thematic Society for collectors of music philately throughout the world, the patron of whom is the renowned musician Yehudi Menuhin.

Objectives:
This exercise should serve as a means to:
(i) Develop appreciation for composers and their works.
(ii) Realize how people from different cultures are united by one common language – music.
(iii) Promote a greater interest in both music and philately as an art rather than a pastime.
(iv) Indulge in the fascination of unearthing the past.

Activities:
(All activities are to be tackled in small groups.)
(i) Collect as many stamps as possible with a music theme. Do not restrict yourselves to composers only but try and find out more about musical instruments (e.g.: in 1974 – issue on musical instruments in Czechoslovakia), compositions (e.g.: in 1968 – Mastersingers by Wagner in Germany), opera houses (e.g.: in 1969 – Vienna State Opera), etc. Indicate the dates of the stamps involved and write about the occasion which led to the issue of these stamps.
(ii) Select anniversaries of three different composers from different countries prior to 1980 and write a detailed study of the composers' style of composition. Locate their birthplace on a map by sticking stamps with the composers' image by the appropriate town.
(iii) Choosing either: Wagner, Mozart, Verdi or Purcell, write a short essay on the history of their country during their time as composers. You can also discuss how this is reflected in their works.
(iv) Choosing various stamps from different countries, write about the activities held commemorating the International Year of Music. Write also about any activities in which you may have taken part.
(v) Select one local music stamp and discuss the events leading to its issue.
(vi) The year 1985 marked the anniversaries of four great composers, namely, Johann Sebastien Bach, Händel, Domenico Scarlatti and Heinrich Schütz. Collect stamps showing the images of these composers or their works. Also, select one composer and as a group prepare a work to be performed (either vocal or instrumental).

Material:
Refer to libraries for catalogues of International Stamp Issues. Also obtain material from postal authorities: leaflets showing different musical events, works, composers, opera houses, etc. Each group is encouraged to look up as many stamps as possible. An exhibition can be set up in the classroom showing various events, anniversaries, etc. These should be displayed chronologically.

Evaluation:
To assess the pupils' knowledge, a quiz is set up regarding dates of stamp issues commemorating particular events; they are asked to comment about the background of the story and the events leading to the issue of the stamp.

Subject: HOME ECONOMICS

Overall aim:
To stimulate interest in the possible informative nature of stamps.
To increase students' awareness that stamps are frequently used:
to pay tribute to people who have made an achievement to benefit humanity;
to highlight situations of natural or international importance;
to encourage people's participation.

Introduction to the topics:
Many countries have issued stamps:
depicting foods important to their country to mark World Food Day;
to mark achievements of the Food and Agriculture Organization (FAO), the World Health Organization (WHO) and the United Nations Children's Fund (UNICEF), etc.;
to mark the eradication of diseases connected with malnutrition or food-borne diseases.
Stamps issued by the students' countries or by foreign countries can be used:
to stimulate interest in the following suggestions;
to mark World Post Day through Home Economics.

Possible resources:
Stamps depicting food, etc.; bulletins issued by the Philatelic Bureau; books on nutrition; recipe books.

Theme:
Important foods in my country
Important foods in other countries

Objectives:
Students will be able to:
(i) Identify one or two important ingredients produced by their country or by a foreign country and featured on stamps.
(ii) State its nutritive value and its importance to the diet.
(iii) Prepare nutritionally well-balanced dishes making use of this ingredient.
(iv) Possibly write a short paragraph about its significance to the national economy.
(v) Where applicable, list countries to which it is exported.

Teaching strategies:
Provide or encourage students to procure stamps issued by their own or other countries depicting agriculture, fisheries, history, folklore, industry, etc.
Discuss the informative value of stamps.
Highlight stamps depicting food and encourage students to collect as much information as possible on food depicted. Information could include: nutritive value, cost, availability, possible methods of preservation.
Prepare, cook and serve a variety of dishes using the ingredient.
Evaluate the nutritive value of the dishes and suggest possible ways of improving their nutritive value.

Additional activity:
Correspond with students of comparable age giving information that could be of interest, stamps used to stimulate discussion, recipes in which a particular ingredient has been used and asking for similar information.
At a later date display stamps and material received; show information received; try out and sample recipes.

Mbuso

By Steven Walker,* a high school student
at Waterford Kamhlaba,
United World College of Southern Africa, Swaziland

The first time I climbed into the Hot Springs bus I felt sick. I had dreaded the coming of this day for two weeks. Ever since they had come around with the list and asked me to do Hot Springs 'duty' I had dreaded it. The one holding out the list and the pen knew. I knew. We all knew what Hot Springs was. Giving in to the pressure that accompanies such lists I had signed my name. Now, the bus wound its way down the hill of Waterford and through the streets of Mbabane, to the government hospital. It turned through the gates and across the dry, dusty gravel lot, towards one of the dirty white cement buildings. I tried to imagine sick people living inside with only the barely translucent pane glass windows to tell them the sun was shining outside. In front of this particular building was the huge coal furnace. Just seeing it made me feel the dry heat and black dust.

And then from the space between the furnace and the building came some of the children. A motley bunch, some obviously severely retarded, others holding crutches, still others sitting or crawling because that was all their deformed bodies allowed them to do. Actually a good number of them had no obvious deformities; they had simply been abandoned by their parents. I didn't notice them on my first day. All the children in their faded brown and white striped smocks were jumping, and I do mean jumping, for joy as the bus pulled up alongside them.

Those more experienced welcomed them into the world of brightly coloured plastic water toys with open arms and what I assumed to be false smiles. How could anybody smile sincerely when faced with such misery? The children were not filthy but they were certainly not clean by my standards, so I sat as far away from them as I could. The smell of unwashed hands and the strong soap used to wash their smocks soon filled the bus. The fact that one of the children was a burn victim was, I realized later, the main reason I kept my distance. Most of the children sat up on the back seat of the bus, laughing and chattering eagerly. Although I strongly doubt I was aware of it on my maiden voyage, I later noticed that once the bus was away from the hospital the laughter and chattering stopped. I found it abnormal for kids their age to resist playing the usual, adult-irritating games that I used to play every time I travelled by bus. It finally hit me that they were all too busy looking out of the windows at the world to play games. A bus, for me, was like a temporary prison where laughter and jokes provided us with enough entertainment to last the trip. For these little children this was one of their few moments of freedom; a time to look at life outside.

So, the children's eyes drank up what they could as our bus made its way along the tortuous roads of Swaziland, down into the Ezulwani Valley; 'The Valley of Heaven'. This valley is a tourist area where a casino, some hotels and a spa attract an assortment of South African visitors from Johannesburg and towns close to Swaziland. An arrangement had been made with the management of the spa so the hospital kids could go swimming in the hot spring-fed pool there every Wednesday afternoon.

The looks on some of the sun bathers' faces as we walked towards the pool can be easily imagined. As we undressed the children and helped them into their swimming trunks I could see a white woman telling her son to get out of the pool.

Mbuso

I immediately picked a 'normal' child from the group and went into the pool with him. I didn't think I could bear touching one of the badly deformed ones. I towed him around the pool for an hour and then we got out, got dressed and it was over. I didn't get out of the bus when we arrived back at the hospital but sat and watched as they disappeared back into the space between the furnace and the dirty white building, some being carried by students and teachers.

I returned to the school feeling depressed; certainly not spiritually enlightened. What was the point in taking those poor children away from that hell once a week only to show them what they were missing and then bring them back 'home' for another week of hell?

When my name turned up again for Hot Springs duty I felt even worse than I had the first time. My only consolation was that perhaps my stomach would be stronger this time. Others had told me that you get used to it after a while. They were right. The smell that filled the bus and the sight of a child with scar tissue all over her body did not bother me as much as they had the first time. Still, I sat a safe distance away from the children. The routine was the same. We went to the hot springs, had our swim, and returned to the hospital.

* This article by Steven Walker won the first prize in an essay contest sponsored by the International Baccalaureat Office.

Something different happened this time though. I was the last to get on to the bus when we were through at thehot springs and there were no empty seats left – except one. Having no choice in the matter I sat down beside a little boy. He looked to be about five years old (he was really eleven) and I had caught a glimpse of the baseball sized lump just above his tailbone when we were dressing the children. The lump was where his spine had been cruelly twisted out as he slept in his mother's womb. He couldn't walk. His feet and legs were rendered almost useless by the twist in his spine. The seat was made for only one person so, although I didn't really want to, I put my arm around him. He obviously knew a little English because his tiny hands held onto mine and he said, 'That's fine.' Suddenly this little boy was no longer a monster; he was just a little boy. Though the realization may sound ridiculous, it was a realization of massive proportions. Everything fell into place then. I truly enjoyed the ride back to the hospital. Later on I noticed a wet spot on the side of my sweater. Mbuso had peed on me.

That day I decided that I would be going to the Hot Springs every week from then on. The decision to do so was spontaneous and I knew deep down that it was a decision I would come to regret. But I looked at it as a job that had to be done. Those children needed to see a recognizable face each week or the service would be a failure. What they needed was a little love and attention, not just a dip in the pool. They were not stupid. They knew a sincere smile from a false one and if I didn't get to know them, mine would always be false.

Well the weeks went by and I soon discovered that my great self-sacrificing mission to bring a little light into the lives of these children was not, in the least, self-sacrificing. I was now one of the people getting off the bus to greet the children with open arms and what I now know to be a real smile. Instead of dreading the approach of Wednesday afternoons, I looked forward to them. I actually felt proud walking towards the pool with these children. They had all gone through so much and yet they still smiled and laughed; they still found something good in life. I doubt I could do half as much were I suddenly put in their situation. And I envied them.

One day as the bus made its usual journey down the valley I noticed a clump of dirt on one of Mbuso's toes (since I had decided to do Hot Springs on a regular basis I had sat with him and his friends at the back of the bus). I tried to brush it off with my hand and I recoiled in disgust as I realized the dirt was dried blood. Further inspection showed that Mbuso's toe was almost completely severed; hanging on a thread of skin. Being the sort of person who runs for a bandage for even the smallest cut, I was frantic. Mbuso was, as usual, looking out the bus window so he didn't notice my inspection of his foot. He obviously wasn't in any great pain so I assumed his spinal deformity must have left him with very little, if any, feeling in his feet. The circulation was probably very poor and when combined with the constant scraping and dragging caused by Mbuso's crawling about all the time, the toe had simply started to fall off. I felt more than a little squeamish for the duration of the swim, as did the others who had seen the toe no doubt. When we arrived back at the hospital I quickly carried Mbuso into Ward 8 – the sick children's ward. The place smelled of urine and some sort of strong antiseptic. Through windows along the hallway I could see sick children and some mothers either caring for their ailing children or catching some sleep on blankets on the floor beside their children's beds. At the end of the hallway was a room where the orphaned kids ate. This room was a little cheerier with colourful paintings and things on the walls. These had been given to the hospital by the junior students at Waterford.

We sat the children down at the long tables. At each place was a dish of what looked like mashed potatoes covered in a weak gravy – it didn't smell like mashed potatoes though. As the children started stuffing the food into their mouths with their fingers I called one of the nurses over and excitedly showed her Mbuso's damaged toe. I certainly wasn't expecting what happened next. At first it filled me with anger but then the anger was replaced by an understanding of the situation that was both horrible and beautiful. You see, the nurse didn't rush up and examine the toe, calling frantically for a doctor. She didn't even seem surprised. She stood where she was and shook her head. I assumed she couldn't have heard me correctly so I lifted Mbuso's leg up, exposed his damaged foot and pointed to the toe. The nurse spoke in siSwati to Mbuso and although I couldn't understand a word, I knew from her tone of voice what she was saying. She was scolding Mbuso! Not in a nasty or unfriendly way, but still scolding! I looked with horror at Mbuso expecting to see a perfect vision of 'The poor orphan boy', terribly crushed by the punishment he didn't deserve! Instead he was trying to hide his foot from view and smiling mischieviously, knowing he had done something wrong. The nurse continued scolding him and I could hear the word 'Waterford' pop up a few times. Then I realized what she was saying. She was asking Mbuso why he hadn't told anybody his toe was falling off so he could get it fixed and not scare the poor Waterford students!

As I walked away from Ward 8 my mind was spinning. Visions of the absolute panic and chaos that would have surrounded the loss of one of my toes when I was his age went reeling through my head. The horrified look on my mother's face as they wheeled me through the doors marked 'EMERGENCY' at the hospital! The period of mourning after the doctors had to amputate! The psychotherapy preparing me for life without a baby toe! The physiotherapy! The special shoes! The sympathy from all quarters!

Mbuso wouldn't get any of that. They would just clip off his toe and send him on his merry way, back to Ward 8. And not because they were cruel, but because that was the best thing to do. The toe would fall off eventually anyway, with all the abuse it took. Mbuso wouldn't need the extra care I would need in such a situation and I envied him for it. We came from two completely different worlds, Mbuso and I. Mine was the First and his was the Third. For that Mbuso would pay.

Oh, the injustice of it all! But, where exactly is the injustice? Had Mbuso been born in a primitive Swazi village several hundred years ago, he would have died soon after birth because of his deformities – nature's way of taking care of the weak. Well now, in a modern society we have a more 'civilized' method of taking care of the weak. If they happen to live in a first world country they receive extra medical attention and are, with a few exceptions, taken care of; even then life can be quite rough for the mentally and physically disabled. If they live in a third world country and have no money... Mbuso.

What is the solution? I hardly think that we can simply decide to kill off all the babies who aren't 'perfect'. But if we are to call ourselves truly civilized then we should at least live up to our words. Let's not grant a disabled child life only to shove him into a corner and forget him. In a country like Swaziland where some parents simply cannot afford to care for a seriously injured or handicapped child, there should at least be facilities to take proper care of him. Not Ward 8.

Of course, many excuses can be made. Swaziland is not a rich country. There are many other people who are suffering too. But every time the Hot Springs bus winds down the road from the hospital I see the O.K. Plaza with its decorative inner courtyard spotted with trees and stone benches! I see an eighty-thousand rand bus terminal under construction about one hundred metres away from the less eye-pleasing but perfectly functional old one! I see the Ezulweni Valley with its luxury resorts and casinos; a vacation spot for people from, of all places, South Africa! 'Oh, but all of these things help the economy of Swaziland'. – Well what about the children in

Ward 8? Why do they receive none of this wealth? It would take so little to make the lives of these children bearable! Mbuso had a colostomy done but the hospital can't afford colostomy bags so right now, right this very minute, a hole in his side leaks shit into a cloth around his waist! Excuses? No, injustice!

It is a cliché we have all heard so many times we assume it can't be true. But I'm afraid I must use it because, as I have discovered, it is true—the whole experience has changed me deep inside.

Some people say it is better to give than to receive. Well, before I met Mbuso I disagreed with them. Now, after the experience I have just briefly described, I still disagree with them; but in a different way. From an outsider's point of view, what we do with the children of Ward 8 may seem like a service, but to those of us who do it, it is a gift—an opportunity to see something in life few will ever see.

Steven B. Walker

Associated Schools Celebrate International Youth Year

International Youth Year Camp School in Finland

By Liisa Jääskeläinen,
Deputy National Co-ordinator of the Associated Schools Project in Finland

'We did not *speak* much about international understanding, we just *understood* one another'.

Graf Zoltàn, 16 years, Hungary

An international camp school was held in Paimio, Finland, in May 1985, in connection with the observance of International Youth Year. Paimio is a small community, 170 km west of Helsinki. The nearest town is Turku, the former capital of Finland.

The organizers and sponsors were the Finnish National Commission for Unesco, the National Board of General Education and the schools taking part in the Associated Schools Project in Paimio (the upper level of the Paimio Comprehensive School and the Paimio Senior Secondary School). The theme of the camp school was 'Living together in our small world'. The participants included young people and teachers from Associated Schools in Bulgaria, Czechoslovakia, France, the German Democratic Republic, the Federal Republic of Germany, Hungary, Norway and the United Kingdom. The age of the participants varied from 13 to 21. Ten Finnish pupils and one American exchange student acted as the big sisters and brothers to the campers.

Arrival in Paimio – Friday, 17 May 1985

The arrival of the 35 foreign visitors was very exciting. The visitors were met both in Helsinki and Turku. They arrived by air, rail and sea. The air traffic controllers' strike in Sweden upset the flight schedules and the date of arrival, thereby testing the participants' capacity to cope from the very start. The campers stayed at the Paimio Folk High School where they were divided into mixed nationality groups of four or five people. Each group had a Finnish student as big brother or sister. In retrospect, this proved to be an excellent solution for the camp school; the youngsters looked after each other, made friends and had to communicate in a foreign language.

Meeting of Cultures Day in Paimio, Saturday, 18 May

The camp was officially inaugurated by Paavo Aitio, the provincial governor, Erkki Aho, Director-General of the National Board of General Education and Lauri Katara, the head of the camp school. They inspired the audience to think about the purpose of the camp.

The first day at the camp school was spent visiting Paimio and getting to know the Finnish way of life and each other. The campers were introduced to Paimio through the viewing of slides, by walking in small groups with Finnish pupils as guides and visits were made to the Paimio hospital, forestry school and local museum.

A proper get-together was organized for the evening. It began by interviewing the person sitting next to you and then introducing him to a third student. After this peaceful beginning the evening continued somewhat more boisterously, by learning Finnish folk dances; before long everyone found themselves dancing to the tune of a Finnish 'Jenkka'. The last assignment

Studying together. In the middle, George from Bulgaria

was the making of a sleigh cover. The students looked rather bewildered when they were given a needle, yarn, material and a large number of ideas for pattern designs. However, all of the students, particularly the boys, were soon busily employed embroidering a gift that was to be given to the folk high school.

International Youth Year
Day in Turku, Sunday, 19 May

First we watched a film about Turku and then we visited the handicraft museum. The last stop on the guided tour, a shop selling old-fashioned sweets, was by far the most popular.

Afterwards, we took part in the Festival School Clubs, which takes place every fifth year. It gathers active teachers and students from all over Finland. This year there were about 15,000 participants at the Festival. Preparatory work for the Festival had been done in municipalities and provinces for months. The themes of the Festival were the International Youth Year and the 150th anniversary of the Kalevala (a famous Finnish national epic).

Back at Paimio we had a dress rehearsal for the following day's hour-long show. The participants rehearsed the number they had practised at home. In addition to various folk songs, a ballet and a cabaret were performed.

But the evening did not end there. It continued with a disco at a youth centre. A large group of young people from Paimio came to dance with the school camp participants. The programme began with age-old Finno-Ugric shaman music performed on modern instruments. It may not have been the most beautiful music, but it was certainly different. After the shaman music the programme was more conventional. Friends were made and addresses exchanged.

The most northern participants: Fröydis and Inger from Norway

Education for International Understanding Day at school, Monday, 20 May

Teachers at the Paimio Upper Level Comprehensive School and Senior Secondary School planned the programme for this day. All participants received a class timetable and attended classes together with Finnish students. They were told about the school system, given sample copies of textbooks, shown around the school and given an opportunity to observe the teaching process.

After school the Finnish 'brothers and sisters' took the participants to their homes. Here the programme varied widely: there were visits to summer cottages, motorboat rides and games. The foreign teachers were guests of their Finnish counterparts. Many felt this was the best day of the camp. As the participants themselves put it, 'new' brothers and sisters were acquired.

Nature Preservation Day in the Islands of Turku, Tuesday, 21 May

In the morning a bus was loaded up with an immense amount of food. Nobody believed it would all be eaten, but it was. Maybe the sea air was responsible. On the bus trip to the boat harbour, there was a discussion on wildlife and nature in Finland and the common problems concerning the environment. The participants also heard a wild story about the Finnish sauna. That prepared them for taking a sauna later in the day.

There was a strong wind at sea, and many of the guests, for whom a sea voyage was a new experience, held on to their seats tightly. By the time the boat was nearing Seili Island, the mood was relaxed and everyone wanted to see the place that was reportedly haunted. The director of the research institute conducted a tour of this former leprosy hospital which is now a biological research station and made an extensive presentation on the ecology of the Baltic Sea.

On the return trip we ran into naval manoeuvres, and had to alter our route. Many in the group were surely shaken by the experience: the possibility of war is a reality even in these sunny islands.

The sauna was heating up and dinner was waiting when we reached the shore. During the evening almost everyone got up enough courage to have a 100 degree sauna and then jump into the 4 degree seawater. And not just once, but four, five and six times. Work on the sleigh cover continued after the sauna, as the camp was coming to an end and it had to be finished.

Day of the Future, Wednesday, 22 May

In the morning the participants could visit either an electrical equipment factory or a farm. There was interest in both, so the group was divided into two. Both visits proved a success. One of the most positive events of the camp took place on the farm. A boy from the Federal Republic of Germany was taken on as a summer help.

In the afternoon the future was discussed in the form of a thought game. The game proceeded gradually: first the players exchanged childhood memories and then considered what they wanted from the future. The concluding discussion revealed that despite very different childhoods, everyone wanted peace and international understanding in the future. This discovery certainly strengthened the feeling of togetherness that already prevailed among the participants.

In the evening everyone in Paimio was invited to the school. And many people came. Pirkko Anttila,Deputy Chairman of the Finnish National Commission for Unesco, and Heikki Rasilainen, Mayor of Paimio, spoke. The camp participants were in charge of the rest of the programme. The camp choir sang a Finnish folk song. A representative from the Federal Republic of Germany showed slides from a Unesco work camp in Africa. And of course the fruit of the participants' joint effort, the sleigh blanket, on which symbols of peace were central, was displayed.

A day in Helsinki, Thursday, 23 May

The bus was again waiting in the yard of the Folk High School, but now it was difficult to get the camp participants together, for they had to part with the Finnish friends. The tears and embraces showed that friendship does not recognize national borders or political systems. Rarely has success been so sad.

Sightseeing in Helsinki began with a walking tour of the historical centre, followed by a reception at the Ministry of Education. Ms Kaarina Suonio, the Minister of Education, spoke about education for international understanding. The youngest member of our group replied as follows: 'In the world we live in it is essential to become more tolerant, so that chances of conflicting ideals could be lessened. Then it is our duty to magnify what we have in common so that through mutual understanding peace can be strengthened and secured'.

We spent the last night at a lovely old villa by the sea. The evening was beautiful, and moved the participants to write the following to the camp organizers:

We leave Finland full of hope for the future.
We want to tell everyone we know about the idea of this camp.
All people should live together,
without war,
without fear,
without hate
in peace and friendship in a common world.

National Youth Congress of the Associated Schools, Tunja, Colombia

The First National Youth Congress of the Associated Schools was organized by the Ministry of National Education, through the Office for International Relations and the Colombian Commission for Co-operation with Unesco which is responsible for the National Co-ordinating Body of the Associated Schools Project, with the collaboration of a technical team from the Ministry's Office of International Relations. This Congress was held in the town of Tunja, in the Department of Boyacà, Colombia, from 22 to 26 July 1985. It was attended by students from each of the educational institutions in the Associated Schools Project and by principals and co-ordinators of the Associated Schools Project.

The Congress was co-ordinated at local level by the principals of the three educational institutions involved in the National Associated Schools Project in Tunja: the Teacher-Training College for Women, the Teacher-Training College for Men and the Silvino Rodríguez Institute.

The aims of the Congress were: to analyse the present situation of students and to consider their aspirations, problems and needs; to make recommendations which might, in the medium term, serve to improve their living conditions and lead to more effective forms of participation of the Associated Schools in the development of their respective communities; lastly, to ensure the more direct and responsible involvement of the Associated Schools in the development of the Action Plan.

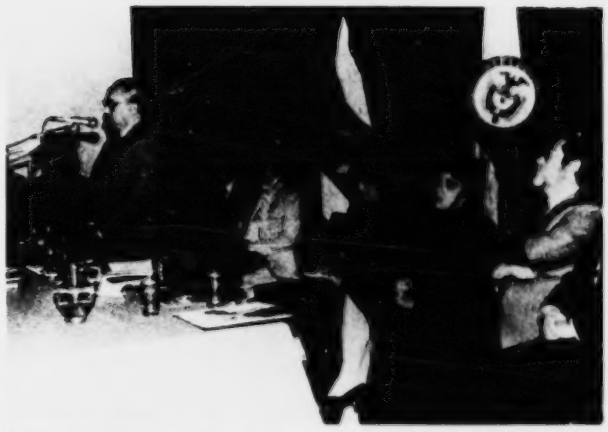
The inaugural session was attended by Dr Clara Victoria Colbert de Arboleda, Deputy Minister of National Education; the Governor of the Department of Boyacà; Dr Olga Navia Tejada, Head of the Office of International Relations of the Ministry of National Education; Dr Pedro Galindo, the Unesco Representative; Dr Hernando López, the Education Secretary of Boyacà, local authorities and official Congress delegations.

The student delegates to the Congress split up into three working committees: the 'youth and the family' committee, the 'youth and the school' committee and the 'youth and society' committee.

While the committee work was being carried out by the student delegations, the principals and co-ordinators of the Associated Schools which were members of the Project before 1985 met with the principals and co-ordinators of ten schools in the New School Programme for Primary Basic Education which have joined the Associated Schools Project and informed them about the methods and activities that characterize the work of the Associated Schools Project.

The reports submitted by the rapporteurs of the committees were approved at the concluding plenary session held on 25 July 1985; these reports form the basis of the conclusions and recommendations adopted by the delegations which are set out below, preceded by an analysis of the factors influencing the relationship between young people, home life, education and society as a whole.

In the First Committee, delegates analysed the role of young people in the family and stressed the importance of the home as a source of values in the development of the personality. They also discussed parents' and childrens' attitudes towards each other as a basis for family development, bearing in mind the need to prepare young couples for parenthood and the consequences of such preparation on the bringing up of children.



Inaugural ceremony with the Governor, Héctor Horacio Hernandez, the Vice-Minister of Education, Clara Victoria Colbert de Arboleda, and the Chief of International Relations, Olga Navia Tejada

The Second Committee considered Colombian education. The participants underlined the need for Colombian education to be more in line with present-day social development. This 'lagging behind' might be attributed, in part, to the absence of research in education and the lack of relevance of the education provided, to the fact that students did not have a sufficiently critical approach, and to the poor technical and scientific knowledge of teachers.

With a view to remedying that situation, it was stressed that education should, as a matter of urgency, become an instrument of social renewal and stimulate positive attitudes towards change; the ideas and knowledge of the student should be appreciated and respected to a greater extent; education should be decentralized and greater efforts should be made in the rural areas, agricultural training being improved with the assistance of private enterprise.

With a view to increasing the impact of education in the community, it was proposed to organize specific campaigns and programmes such as the development of latent community values through competitions, the promotion of farmers' associations in rural areas and literacy campaigns.

Lastly, participants agreed that it was necessary to set up working groups to help improve relations between young people and the school. They also recognized the pressing need for awareness of the changes that had to be brought about among young people so that they might contribute to the progress of the country with their innovatory ideals.

The Third Committee discussed youth and society, themes that embraced the family and the school, the two institutions on which society traditionally relies in preparing the rising generations for adult life.

A group of participants

But society and community life are not confined to the family and the classroom; they are also tied up with life outside the home, the mass media, politics, entertainment, working life and unemployment, advertising and consumption, capital and income distribution.

Proposals adopted at the Plenary Session:

– it is proposed to strengthen the Associated Schools Project through national and regional activities such as exchanges, seminars, congresses, meetings and forums, with the aim of putting into practice the philosophy and principles of the Project and seeking to extend them by bringing in new institutions representing the different levels and types of education in Colombia;
– with a view to providing a communication channel for the pupils of the schools participating in the Colombian Associated Schools Project, it is proposed to bring out a national magazine to be published by the students of the Associated Schools. Its aim will be to present accounts of young people's experiences, information and news of activities of the educational institutions involved in the Project. To this end, each Associated School will co-ordinate the funding and distribution arrangements. The support of the Colombian Commission for Co-operation with Unesco and the principals of the Associated Schools will be sought in putting this plan into effect;
– in view of the concerns expressed at the Congress, it is proposed to build up the national youth integration movement in the Associated Schools by establishing a National Council and a regional network of representatives;
– with the aim of ensuring that former pupils of the Associated Schools continue to be involved in the national project, it is proposed to establish a club for them. This club will have national and regional headquarters.

Summary of the papers on the theme:
'Youth and the family'

The family is the origin and foundation of society; it is the basic social unit. A child's relationship with his parents begins before his birth and continues throughout his life. Young people expect to receive from their parents love, security, understanding, stability and an opportunity for full development. They should respond by expressing their love for their parents, obeying them and being honest with them.

Young people go through a difficult period of maturation and social adaptation; this is when they are most in need of their parents' understanding and frank, sincere dialogue.

During this stage of their lives, problems arise between young people and their parents:
– the inevitable generation gap because of the age difference between parents and children; this is aggravated by the absence of dialogue and by the authoritarian attitude of parents;
– the uncompromising way in which parents impose their ideas on their children and, in some cases, force them to go into their own professions. This leads to the alienation of their children, many of whom become drug addicts.

Young people and education:

The relationship between young people and education is a fundamental one in several respects. The school is the environment in which young people are socialized and move from the small circle of their families into a larger milieu. In other words, it is the place where they learn to live in society, where they receive the education that will enable them to perform their task in society at a later stage. The school is the training centre where those human values are forged which will play an essential part in the country's future development; it is the seedbed of the human resources that will shape the Colombia of tomorrow.

Cuts in the education budget in Colombia have meant that education cannot be provided for all the country's young people, who are calling for more extensive and better educational opportunities. In addition, the effectiveness of existing educational institutions is hampered by insufficient teaching materials and poorly trained teachers. Moreover, the curricula lack relevance, since they are geared more to imparting knowledge than to cultivating a socially critical, analytical and constructive approach to life.

It has to be emphasized that it is on education that the future of young people depends, together with the transmission and assimilation of the prevailing values. Education should help people to make a better contribution to the common good. To this end, it is good for young people to be able to question their education, but they can only do this if they are taught to think and be critical.

Young people and society:

We have to take as our starting point the following statistics: in Latin America, 70 per cent of the population is under the age of 25; 40 per cent of this group is under 15 years of age. This means that there are 100 million young people out of the estimated total population of 400 million in 1985. Thus, young people are a force to be reckoned with in all sectors of society; they influence society and society influences them. Young people are society's human capital, since they have the task of creating, introducing and implementing social changes. But this task clashes with the traditionalistic tendencies of society, which wants to preserve its estabished pattern of existence.

A society's young people are a barometer of its progress, scientific development and moral standards. But their behaviour may also reflect a very serious state of social degeneration. Such degeneration may be found in the lack of aspiration, depravity and absence of interest in study and self-improvement. Young people feel rejected by society on account of their eagerness for change and reform and for this reason, they should receive an education that will properly equip them to play their part in society.

Accordingly, young people have to question and attempt to change society if they are to prevent their own values being engulfed by a flood of needs created by the consumer society. Young people are, in fact, the main targets of media manipulation, which induces them to abandon their own cultural values.

It is important that young people should transform the mass media into instruments of development, harnessing them for the

benefit of education and working to ensure that they help to develop attitudes that are truly human This should involve the establishment of youth associations which will promote knowledge of nature and culture and the practice of solidarity, fellowship and team work. The mass media should become signposts of social change, which should reflect young peoples' ideas and values. With this in view, the way is being paved for the transition from a traditional society to a technological and industrial society, in which young people must be the creators of the highest forms of fellowship and renewal.

Young people should make this International Youth Year a year of far-reaching commitment to peace and justice, in the realization that the peace of mankind depends on the fundamental moral choices made by the rising generations.

Youth is at the helm of society because young people express the needs of those around them and are prepared to change any system that is opposed to social progress. As persons, they have the same rights as other social groups and due attention should be given to them so that they may tackle and change the structure of society.

Participants at the Congress

Students and the year 2000

'Our world and the year 2000' was the title of the youth camp held in Hesse, Federal Republic of Germany, from 8 to 13 September 1985 in celebration of the International Youth Year and within the framework of the Associated Schools Project. It was held under the auspices of the German Commission for Unesco and the Bureau for Political Education in Hesse in co-operation with Unesco. Over 150 students between the ages of 14 and 18 from 12 European countries expressed their hopes and wishes about the future at the meeting.

The camp began with a talk-show led by a local journalist, with one representative from each country discussing and answering questions about diverse topics. The following day students could choose to take part in one of the 19 workshops which had been organized for them. The workshops gave the students an opportunity to interact and to express their ideas about the future through different media, including sculpture (wood, clay and stone), theatre, pantomime, body language, music, computers, videos and a questionnaire about the future.

According to the questionnaire's results, most students were apprehensive about the possibility of war, especially nuclear war. Most of them hoped the future would bring a greater feeling of togetherness and increased equality between people. The results of the questionnaire were published in the 28-page 'Tu was' (Do something), a camp newspaper which also summed up all the week's other activities.

The camp participants learned about each other's different world views and showed understanding and toleration towards views other than their own. Bearing the title 'Signals from an island of understanding', the lead article in 'Tu was' summarized the youth camp in the following manner: 'The 150 youths from numerous European Unesco schools learned... what 'international relations' can mean. They laughed, played, danced and worked together overcoming all borders and political ideologies. In this uncomplicated manner they developed an understanding of people.'

News of projects in Associated Schools

Belgium

Lycée Royal de Forest
26, rue de Loncin
1060 Brussels
In charge of the special activity: Mrs Chaïka Rosan

Special activity: **Culture, development and international understanding**

Within the context of the objectives which this school had set itself for the two-year period 1984-1985 and as part of International Youth Year, a number of activities were carried out by pupils designed to ensure their active participation in the celebration of this event and enable them to find out about the importance of culture and music in the development process.

The out-of-school programme organized for the young people as part of the special activity included:
– A visit to the Instrument Museum of the Brussels Royal Conservatory of Music.
– The holding of an exhibition on the theme: 'The role of musical instruments in the world as links between culture and development'.

This exhibition, open to young people and to the general public alike, was designed to make them aware of the importance of art and cultural and musical education in economic and social development and for international understanding.

Accordingly, the theme of one of the cultural events organized during the exhibition was a talk by an African woman speaker on 'The role of the tomtom in socio-economic relations in Africa'.

This exhibition had been prepared as part of the economic geography course. It basically consisted of drawings, sketches, photographs and reproductions of paintings of instruments, the result of the work or research by the pupils of the Associated Schools.
– The visit to an experimental farm where seeds are selected for a rural project in West Africa is a further sign of young people's interest in the different aspects of international co-operation.

Human rights education also featured in the geography courses, during study of the Third ACP-EEC Convention, signed in Lomé on 8 December 1984, on co-operation among the 65 members of the African, Caribbean and Pacific Group of States and the countries of the European Economic Community.
Lastly, the pupils were invited to answer the questionnaire prepared by Unesco's monthly magazine, the *Unesco Courier*, for a survey on contemporary issues and the way young people approach them.* The replies to this questionnaire were forwarded to Unesco within the specified time-limit.

* The findings of the survey were published in the *Unesco Courier* in June 1985.

Chad

École pilote Kamina
Boîte postale 122
Kamina Abéché
Principal of the school, in charge of the special activity: Mr Oumar Mahamat-Tchaou

Special activity: **Sport and culture**

This Associated School decided to celebrate International Youth Year by promoting sports and cultural activities which give young people an opportunity to know and help one another.

The spirit of fellowship developed in this way among the young people of today should lead to greater understanding among the adults of tomorrow.

To this end, a sports day was organized by arrangement with the School Sports Adviser. It took place on Sunday 17 March 1985 with the participation of pupils from the seven schools in the town of Abéché. The cross-country races were over a distance of 2,500 metres for the boys and 1,500 metres for the girls.

As part of their programme of cultural activities, the pupils of this school put on a number of plays. Several distinguished foreign guests were invited to these performances; not only did they appreciate the talents of the young actors, but they had an opportunity to savour the national dishes prepared in their honour by parents.

Through a programme involving physical effort, artistic creativity and respect for traditions, this special activity gave the pupils an opportunity to develop their potential and to know and appreciate one another.

École du Centre d'Ati
Ati, Batha
Principal, in charge of the special activities: Mr Haggar Daoud

Special activities: **School and out-of-school activities**

This elementary school plays an active part in the Associated Schools Project, its 1,025 pupils undertaking school and out-of-school activities under a programme of education for international understanding and peace.

However, the school is beset with problems, as the country is in a state of war. The classrooms have no benches, desks or even matting on the floor and pupils sit on the bare concrete for their lessons.

Against this background, the pupils studied the various articles and publications sent by Unesco on the Associated Schools Project and its activities.

They also helped to make a school vegetable garden in which they planted vegetables and fruit. Watering the plants means that children and parents work together: the older pupils draw water from the well; adults fill up water containers, this work often being done by old people. At the garden, the pupils learn how to water the plants.

Madrassat Aboubakar Assidik – an Associated School in Chad

The co-operation between adults and children in a common project is accompanied by co-operation between institutions. In fact, some of the gardening equipment was loaned by another Associated School – the Ati Pilot School.

With the aim of combating ignorance and promoting harmony among all people who value justice, the school also opened an adult literacy centre: this centre needs textbooks and furniture.

In order to implement their programme of activities and improve the pupils' learning environment, the school authorities are looking for a source of finance which will make it possible:
- to build a new (cemented) well,
- to rebuild the walls of the school,
- to buy the equipment needed to make desks and benches,
- to buy textbooks and library books,
- to buy tools for use in the vegetable garden.

Czechoslovakia

Gymnasium Jana Nerudy
Hellichova 3,
11800 Prague 1
Headmistress, in charge of special activities: Mrs Věra Pechovà

Special activity: **Living in peace**

In the 1984-1985 school year, this Associated School implemented a programme of special activities in the spirit of International Youth Year. These activities were centred around its three themes, namely, participation, development and peace.

The carrying out of this programme called for the active participation of the pupils in the planning, organization, performance and evaluation of the different activities.

The aim of the programme was to create a greater awareness among young people of the need for their personal involvement in the activities planned for this International Year, to make them more responsive to the problems concerning peace, which, 40 years after the end of the Second World War, is still threatened, and to make them realize that the only way forward for them is living in peace. The following themes were selected for the special activities:

(1) The participation of young people in the struggle for international understanding and peace:

– The syllabuses of all the subjects taught at the school during the year included the presentation of the various issues relating to the struggle for peace, in conjunction with the celebration of the 40th anniversary of the liberation of Czechoslovakia and of the end of the Second World War.

– A conference on 'Youth and peace' was held in March 1985; seven pupils from the school put forward their ideas and views on the subject of youth and peace.

(2) The role of young people in the protection of their environment and the improvement of the quality of life of the people around them.

– Participation in the maintenance of the green spaces of Prague and the tomb of Jan Neruda; 470 pupils provided 1,440 hours of voluntary work throughout the year.

– Help for old people provided by three pupils who, throughout the year, devoted several hours a week and their school holidays to this activity.

– Basic medical training for the pupils of the school, organized by the Czechoslovak Red Cross.

(3) The participation of young people in the life of their society through voluntary work:

– The pupils volunteered for hop picking and potato picking. In October 1984, 109 pupils provided 5,232 hours of voluntary work; in April 1985, 150 pupils performed 12,000 hours of voluntary work; in the autumn of 1985, 110 young people did 6,160 hours of voluntary work.

– Some young people did farm work even during the summer holidays, when 60 pupils provided 765 hours of such voluntary work.

(4) The scientific and technical education of young people for progress and peace:

– Participation in scientific and technical activities and the preparation by the pupils of talks on different topics in the natural or social sciences (biology, geology, chemistry, environmental studies, medical care, linguistics...).

– Participation in contests and competitions on scientific or literary subjects (mathematics, physics, biology, chemistry, Czech, Russian, French). The three winners of the French conversation competition were able to visit France.

– Participation in meetings on the preservation of the natural and cultural environment. These involved two themes: 'Knowing and preserving the environment' and 'Knowing and preserving the monuments of Prague'.

(5) The promotion of mutual understanding and contacts among young people from different countries:

– Correspondence.

– Visits by pupils from the Federal Republic of Germany and Denmark.

– Visits by foreign teachers, especially for the seminar on 'Teachers and the struggle for peace'.

– Contacts with the Associated Schools of the Union of Soviet Socialist Republics and the German Democratic Republic.

– Pupil exchanges with the Associated Schools of France (Nimes) and Switzerland (Fribourg).

– Contributions to a Solidarity Fund for the financing of aid projects for underprivileged young people in a number of countries and regions.

(6)The promotion of peace and international understanding among young people through culture:

– The organization of art, painting and drawing competitions and recitation competitions in German, English, French, Russian and Czech.

– An essay-writing competition on the topic: 'A message from young people for the maintenance and strengthening of peace' within the context of the campaign launched by Unesco, with the aim of encouraging young people to express their views on this subject. The winning essay appeared in a collection published by Unesco for International Youth Year.

– Presentation of the artistic activities of the pupils: a choir, a theatre group, concerts.

(7) Physical education and sport as a means of helping young people to fulfil their potential and develop respect for one another.

– Participation in the celebration of the first 'World Week of Physical Fitness and Sport for All' held in 1985, in accordance with the decision of the twenty-second session of the General Conference of Unesco.

– Preparation and training of the pupils for the 'Czechoslovak Spartakiad'. These are a series of large-scale sports and artistic displays, including group gymnastic exercises performed to music.
– Participation in sports competitions: basketball, cross-country and other races...
(8) Employment prospects for young people today:
– Vocational guidance for pupils on the basis of their knowledge, abilities and the opportunities offered by the colleges and universities.
– Contacts with firms and institutions offering employment opportunities for young people.
(9) Action against drug abuse among young people:
– Regular medical talks for young people on the harmful effects of drug addiction, alcoholism and smoking.

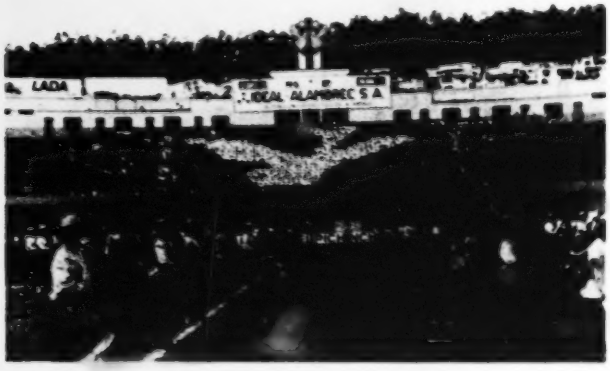
Ecuador

'24 de Mayo' Experimental College

Project: **International Youth Year, 1985**
Theme: **Human Rights**

This project was implemented in accordance with the programme of activities drawn up by the '24 de Mayo' Experimental College, which sought to highlight the significance of International Youth Year and promote awareness among young people in Ecuador of participation in activities for the development of peoples and the improvement of relations and co-operation among them, in conjunction with action for the maintenance of peace and the celebration of the 50th anniversary of this college at the service of youth. The project's main objectives were:
– To bring about realization of the fact that young people are the most important factor in the strengthening of peace and international understanding, thereby improving knowledge of young people all over the world and furthering appreciation of their potential for playing a fundamental part in promoting the change-over to a more just and freer society.
– To foster awareness in the community that peace is born in young hearts, to encourage the young people at the college to become directly involved in community service and to promote knowledge of the problems of young people and the finding of the right solutions.

Numerous activities were carried out with these objectives in view, including:
– The putting up of a monthly United Nations bulletin board to provide the pupils of the college with up-to-date information.
– Participation in the competition organized by the Ministry of Education on the theme: 'A message from young people in support of the maintenance and strengthening of peace'.



Folk-dancing at the sports festival held on 24 May at the Atahualpa Olympic Stadium in Quito

– The organization of an arts festival on the Youth Day proclaimed by the college in May 1985.
– An exchange of postcards (made by the pupils) with pupils of other colleges in the country, providing an opportunity to send messages of peace and improve the pupils' knowledge of young people in different regions. A 'pen pal' programme with Brazilian students was also launched.
– A visit by young people in a rural community in the province to promote an exchange of experiences on the way of life of young country-dwellers.
– Other activities included various seminars and exhibitions; the regional meeting of the National Co-ordinators of the Associated Schools of Latin America; a folk arts and sports festival and the publication of a special supplement to the Quito daily newspaper, *El Comercio*.

France

École maternelle du centre
Rue R. Salengro
59680 Ferrière-La-Grande
In charge of the special activities: Mrs Roselyne Cattelion, Mrs Maryse Persant, Mrs Chantal Urbancik, Mrs Claudette Lambert

Special activity: **The child and its development**

For its young pupils aged 3-6, this nursery school has organized a variety of activities on the theme 'the child and its development: becoming an adult, but what kind of adult?' enabling the children to discover the outside world.

Child at a nursery school on the outskirts of Paris, France

Participation in these activities helped the children to understand and respect other people and increased their sense of responsibility and their willingness to work with others. This should make it easier for them to move up to the primary school.

Throughout the year, the school provided its pupils with opportunities for contacts with older pupils at the primary school. It organized meetings and shared activities and correspondence between pupils. Parents were actively involved in all these activities.

The year's work culminated in a joint school fête organized by the nursery school and the primary school. Everyone – teachers, parents and children – co-operated in this event.

École publique élémentaire d'Opio
Chemin de la poste
06650 Opio, par le Rouret
Headmaster, in charge of the special activity: Mr Guy Loquès

Special activity: **Peace education**

This Associated School undertook a variety of activities aimed at promoting peace education and making pupils aware, from the earliest age, of the need for international understanding and co-operation.

The peace education programme introduced the previous year was satisfactorily continued through the different school activities, particularly through the history and geography lessons, singing, the study of literature and the reciting of poems.

Seventy-seven pupils took part in a cultural visit to an Associated School in the central region of France, and had an opportunity to meet and get to know its pupils in a friendly atmosphere.

The pupils also attended a series of lectures on aid for developing countries.

One of the immediate results of this special activity was the participation of the pupils, together with a specialized co-action association, in an aid project for Ethiopia.

École publique P.L. Courier
Rue Paul Louis Courier
37700 St-Pierre-des Corps
In charge of the special activity: Mr Gérard Rollin

Special activities: **Various**

In this school, a variety of activities was planned for International Youth Year. Geared to the ages of the pupils and the interests of each class, they were designed to foster international understanding and promote friendship among peoples.

The pupils tackled these themes by making a comparative study of several cultures through regular creative work involving research, reading, essay-writing and discussions in the fields of poetry and literature.

The books studied by the pupils over the year included *Ali, Jean-Luc et la Gazelle* by J. Cervon and *L'île aux quatre familles* by Paul Jammes.

In order to carry out their activities successfully, the pupils had to learn to work together and to respect and listen to others.

While fostering understanding and co-operation among pupils themselves, these special activities also sought to reduce day-to-day violence in the school and avoid damage to school property, as they encouraged young people to respect both one another and their surroundings.

German Democratic Republic

Friedrich Engels Secondary School
Bad Duerrenberg

Special Project: **Activities for the International Youth Year**

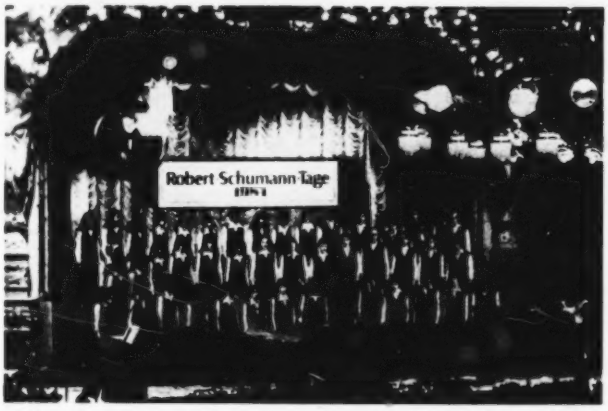
Numerous activities were carried out at this school in 1985 to teach students how to live, learn and work in peace. Among the study topics were apartheid, colonialism, military dictatorships and natural disasters. The situation of children was particularly emphasized and Unesco material pertaining to children was found very helpful. The following were some of the year's activities:

– Students and teachers signed a resolution in support of the UN condemnation of the racial policy in South Africa and called for the release of African National Congress leader Nelson Mandela.

– About 2,100 marks were collected by the students to aid Colombia and Mexico recover from natural disasters.

– Students from a Soviet school visited Friedrich Engels Secondary School on the 40th anniversary of the end of World War II to discuss the contribution of children and young people to peace and international understanding. The meeting gave students an opportunity to practise their language skills and to learn more about another culture and way of thinking.

– A delegation from the partner school Jan Kochenowski of the Polish People's Republic also visited the school. Students and teachers participated in a multitude of out-of-school activities such as the festival of tradition where young artists read poems and sang songs. The school paid a return visit to Chorzov, Poland in September 1985.



Choir of the Käthe Kollwitz Extended Secondary School, Zwickau (Photo: Werner Hellmich)

Käthe Kollwitz Extended Secondary School
Zwickau
Principal: Dr Költzsch

Special Project: **Education for international understanding**

On the northern edge of the Erzgebirge mountains lies the town of Zwickau, over 865 years old – the birthplace of Robert Schumann, and well-known for producing the Trabant subcompact automobile.

In 1912, a teacher-training college was founded there – today it is the Käthe Kollwitz Extended Secondary School. Since 1976, the school has been taking part in the Associated Schools

Project, with particular emphasis on the exchange of experience in the field of extracurricular education.

At the school, there is a Unesco Club of international friendship run by 15 pupils, mostly prospective student language teachers, under the supervision of a language teacher. The Club maintains correspondence with Associated Schools in Austria, Poland and the Union of Soviet Socialist Republics. Many of the schoolchildren have become permanent penfriends of foreign pupils. At regular intervals, the club organizes special events involving the participation of foreign students and lecturers, and expresses the ideas of Unesco through documentation exhibited on the school's bulletin board. Particularly impressive was a board displaying the theme: 'We need peace–peace needs us'.

In 1984, the Käthe Kollwitz Extended Secondary School played host for the third time to youngsters from Poland and 20 teachers and pupils from the German school went to Poland for a fourth time during the summer of 1984. Holiday camps assisted the young Poles in the study of the German language, getting to know the host country, personal communication and, of course, relaxation. The Polish guests spent three weeks in the GDR where they renewed or deepened friendships, improved their command of the German language and got to know the past and present of the GDR through various trips. The stay of our staff and pupils with the Polish neighbours was equally successful.

Visits were made to Lublin and Warsaw and sightseeing trips near Zwickau, Weimar, Leipzig and other cities. However, the focal point in the holiday camps was personal communication through regular conversation periods, as well as through sport and play. Many individual friendships arose, contributing to a deepening of the ideas of peace and international understanding.

The school was also honoured for the second time by a visit from a Japanese delegation which was on a study trip to the GDR. During their visit, the guests gained an insight into the musical education of those pupils who wish to take up careers as music teachers. The long-standing musical tradition of the school is particularly well reflected by the international work of the choir, which has visited many socialist countries and performed more than 30 concerts there. This work also assumed new importance through the participation of the school in the Associated Schools Project.

Since 1976, a friendship link was been established with the Vasvári Pál Gimnázium of Nyiregyháza, Hungary, which is orientated in particular towards exchanges of experience in the field of music, but which has also resulted in general sporting competitions as well as private holiday trips. During the academic year 1983/84, the Hungarian Girls' Choir visited Zwickau twice to give concerts and, in addition, a sporting competition between both schools was held in Zwickau in the summer of 1984.

In May 1985, the choir gave its fifth concert in Nyiregháza and in July of that year it took part in the International Music Competition for School Youth in Bydyaszez, Poland, winning the first prize for the second time.

Federal Republic of Germany

Carl-Zeiss-Oberschule
Gesamtschule
Barnetstrasse 12-14
1000 Berlin 49 West
In charge of the special activity: Mr Rainer Mallée

Special activities: **International understanding and peace**

For 1985, the pupils of this Associated School planned a varied range of activities designed to help them understand major contemporary issues, particularly those concerning young people.

The programme included:
– An exhibition entitled 'Hiroshima–Nagasaki. A declaration against war'.
– A school festival on 'Participation, development, peace', the themes of International Youth Year.
– An international seminar for the pupils of the Associated Schools on the subject: 'Participation, development, peace: a challenge to young people'.
– A 'Unesco Marathon' organized for the Associated Schools in the Federal Republic of Germany.

The main aims of the special activity were to enable pupils to learn about the problems of young people in a national and international context; to use the school as a base for promoting international understanding; to foster better communication and greater understanding between the generations; to make young people aware of the problems of peace and disarmament, and to give them, at the same time, an opportunity to enjoy themselves.

Italy

Scuola Media Audiofonetica Leg.ric. 'B. Bonaris'
Via S. Antonio 61
25060 Mompiano (Brescia)
In charge of the special acttivity: Prof. Giuliana Ranzoli Pavoni

Special activity: **Educational exchanges**

In 1985, this Associated School organized an educational exchange programme with a French Associated School.

In April, a group of Italian pupils (aged around 14) spent a week in Ouillins in the south of France. A month later, they welcomed their French friends from the 'La Clavelière' College for a similar week's stay in Brescia.

The programme arranged for these visits included several cultural activities such as theatre, music, ballet and cinema.

The central theme of these meetings was peace, one of the three aims of International Youth Year. Their main objective was to increase the young people's awareness and understanding of the issues connected with world peace.

These educational exchanges also made it possible to appreciate the importance of international understanding, by giving pupils the chance to learn more about another country, other cultures and other religions through their own personal experience.

Malta

Mosta Girls' Secondary School
Wied il-Ghasel Street
Mosta
In charge of the special activity: Miss R. Galea, Miss R. de Battista

Special activity: **Mediterranean culture**

For International Youth Year, this secondary school organized several competitions for its pupils aged 13-18 in such varied fields as art, poetry, essay writing and photography.

The theme of these competitions was Spain. The aim was that learning about a particular country would give the pupils an interest in the different aspects of life and culture in the Mediterranean region and encourage them to find out more about them.

For the pupils, this was the first step towards better knowledge and greater understanding of peoples and civilizations.

This special activity was also aimed at encouraging young people to develop their personalities by discovering and developing their talents.

In May, there was an exhibition of pupils' work, which included maps, albums and scale models.

Mauritius

Imperial College
16, Blvd Victoria
Forest-Side
In charge of the special activity: Mr Issop Patal

Special activity: **Community work**

Participation and development were the two main themes chosen by this Associated School for International Youth Year.

Aware of the contribution which young people can make to the development of their community, the pupils explored ways of improving living conditions in a village in their region (La Ville d'Avray).

The aim of this special activity was both to contribute to the development of the village and to increase the young people's awareness of the fact that peace and harmony are keystones of the development process.

In order to respect this harmony, their study took into account the different aspects of the life of the village (health-related, social, cultural...) and was carried out in consultation with local bodies and institutions.

On the basis of the in-depth study of the village, they put forward detailed proposals which concerned, more especially, the following areas:

1. The environment:
– Improvement of roads and lanes which become impassable in the rainy season.
– Improvement of street lighting, laying of pavements and erection of the traffic signs required under the highway code for the safety of pedestrians, particularly schoolchildren.
– The provision of new water conduits and the continuous pumping of water into the reservoirs. These would be immediate solutions to the water supply problems which have beset the village for some 30 years.
2. Women:
– Development of the activities of the two women's associations already in existence, including, more especially, the setting up a dressmaking training centre.
– Better use of the space made available to them by the introduction of training courses (handicrafts, cookery, family education...).
3. Community life and young people:
– Establishment of a community centre where young people can meet, engage in leisure activities (dominoes, tennis) and organize themselves (youth clubs, neighbourhood committees, co-operatives...).
– Installation of a sports ground (football pitch, volleyball court) so that young people can use up their excess energy and will have less chance of falling tinto drug and alcohol abuse.
4. Communication:
– Allowing access by villagers to telephones in official buildings until such time as the telephone network is improved.
– Installation of an additional aerial to improve television reception.
5. Transport:
– Increase in the number of buses, particularly over routes used by schoolchildren and students, and provision of more bus shelters which are necessary in the rainy season.

The study relating to the proposals put forward for improving the living conditions of the community was presented in a specially prepared document, which was illustrated with maps and supplemented by figures and statistics.

The implementation of the village development project, which is scheduled for 1985, will also require the young people to make a contribution to their society.

Mexico

Escuela al Aire Libre Urbana No. 909
Zapopán, Jalisco

Principal: Prof. E. de la Cruz González
Special activity: **Celebration of International Youth Year**

On the occasion of International Youth Year, Prof. Efraín de la Cruz González, Principal of the Escuela al Aire Libre (Open-Air School), proposed, with the agreement of the teaching staff, to associate the approaches of the educational, municipal, state and federal authorities, teachers, residents, business people and other sectors of the economy which, in one way or other, are involved in the educational process, with the aim of combining efforts and supporting the proposals and plans of Unesco, and making significant progress in the improvement of the environmental conditions of our suburb, benefiting, more especially, not only today's youth but future generations as well.

On the basis of the official authorization for the Open-Air School Plan, an office of the co-ordinating body for educational research in Jalisco State, Mexico, which in turn comes under the Education Department, the co-ordination experiment was carried out, the aim being that the action of the Open-Air School, in its capacity as an educational institution, should extend beyond its walls into the community and serve to provide appropriate guidance and assistance in ensuring better standards of living. This has led to progress in the following areas:

1. The building of a Municipal Sports Centre.
2. The building of central premises for the Open-Air School.
3. Telephone service.
4. Repairs to street lighting.
5. Postal services.
6. Rain water drainage system.
7. Religious services.
8. Drinking water. With the assistance of the Board of Moral, Civic and Material Improvement, the Open-Air School arranged for the boring of an artesian well with funds from the Intermunicipal Drinking Water and Sewage System.
9. Urban Transport Services.
10. In 1985, the school was instrumental in getting the Traffic Department to install a traffic light system on the housing estate for the safety of the residents.
11. Completion of an avenue.
12. The introduction of urban bus routes to transport the residents of the suburb to the different parts of the capital.
13. Urban planning regulations: in accordance with the provisions and arrangements introduced by the Federal Government to meet the housing needs of low-income families, the school adopted the idea of authorizing the use of available land for the building of multi-family dwellings and flats, parks and gardens, a market, etc., in conjunction with the Directorate of Public Participation of the Constitutional Town Council of Zapopán, thereby regulating the urban development of the community.
14. Green spaces, parks and gardens.
15. Guidance and development: for this plan, audio-visual materials were obtained from the Latin American Institute for Education Communication (ILCE) in Mexico City, and used as follows:
– Three courses for parents, aimed at the prevention of delinquency and drug dependence.

– The training of a team of communicators through the Experimental Educational Film Workshop. A programme for leisure-time activities to be provided at this educational institution.
– Two community study and research courses, given with the assistance and participation of pupils in upper grades.

Pakistan

Government Girls' Comprehensive Higher School
Sargodha

In charge of the special activity: Miss B.A. Shad (Headmistress), Miss Bushra Bukhari, Miss Shahida Ch.
Special activities: **Various**

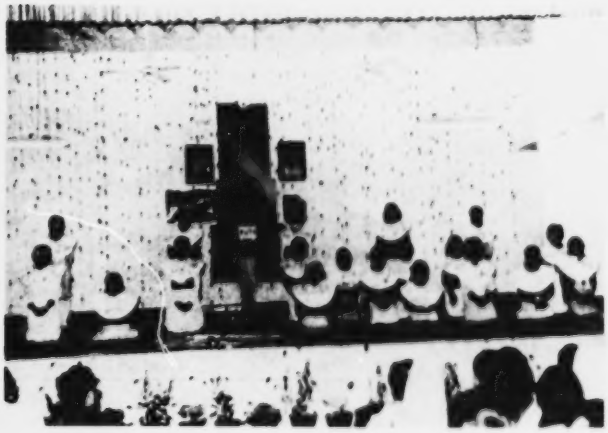
Close on 1,500 pupils took part in the programme of activities organized for International Youth Year within the context of the promotion of education for international understanding and peace.

In seeking to ensure the harmonious development of the individual and the community, these special activities met several needs:
– the need to enrich the pupils' education and improve their knowledge of the different subjects taught;
– the need to give them the possibility of expressing their ideas and developing their abilities and skills;
– the need to give them an opportunity to express their aspirations and to provide them with a better environment and conditions conducive to their physical, intellectual and affective development;
– the need to provide the necessary facilities for the sound guidance of pupils in order to help them in the choice of an occupation and in building a worth-while future in every sense of the term.

Preparation of the programme took up the first part of the year and its timetable was as follows:

May 1985: the organization of a competition involving the presentation of two themes:
– The responsibility of youth in economic and social development.
– Young people's problems and ways of solving them.

September 1985: meetings and debates on the following topics:
Young people–the architects of their own future.
– The works of the national poet Allama Iqbal.



Government Girls' Comprehensive School, Sargodha. The names and work of UN Agencies are depicted by the pupils

– Poetry: study of this theme was followed by a poetry competition.

October 1985: sports competitions and inter-school matches in:
– Basketball.
– Volleyball.
– Table tennis.
– Badminton.
In this month, the pupils also underwent a medical examination.

November 1985: establishment of a literacy programme aimed at eradicating illiteracy from the country.

Close on three hundred girls launched a literacy campaign with the slogan 'each must teach another'. By teaching illiterates to read and write, they made a direct contribution to the development process in their community.

This activity was also a basic requirement for sitting the secondary school examinations.

December 1985:
– organization of painting, handwriting, photography, handicraft, embroidery and other exhibitions.
– Participation in the Science Exhibition organized by the Sargodha Secondary Board.

In this final month of International Youth Year the pupils received vocational counselling which helped them to choose the careers best suited to their personal needs and the needs of their society.

Islamia Collegiate School
P.O. University of Peshawar
N.W.F.P.
Principal: Dr Abdul Mateen
In charge of the special activity: Mr Amin Ruhul

Special activities: **Celebration of International Youth Year and the 40th anniversary of the United Nations**

The members of the Unesco Club at this Associated School prepared for and celebrated International Youth Year with great enthusiasm. This was one of the main items of the medium-term plan drawn up for the Associated Schools Project in Pakistan.

The Club organized several activities and competitions for the pupils of the Associated Schools and intends to publish a special brochure on them.

In 1985, the school also celebrated the 40th anniversary of the United Nations. A ceremony was organized by the Unesco Club on 24 October 1985. Several eminent officials attended this gathering which included a number of different events.

After the recitation of the Koran, the pupils staged a march-past, followed by physical exercises and gymnastics. Next, special messages from the Secretary-General of the United Nations and the President of Pakistan were read out.

A prize-giving ceremony was held to honour the winners of the various competitions, particularly the competition organized for Universal Children's Day, which was celebrated on 7 October 1985, and the 'United Nations Quiz' held on 20 October 1985.

In his address, the Principal stressed the importance of the work of the United Nations for the maintenance of peace in the world, respect for human rights and the establishment of a more just economic order. He invited the young people to prepare themselves for their future role and responsibilities in society.

The ceremony closed with the National Anthem. The guests then visited the pupils' exhibition on the United Nations, Unesco and the Associated Schools Project.

The day was rounded off with a hockey match.

Philippines

Ramon Magsaysay (Cubao) High School
EDSA, Cubao Quezon City
In charge of the special activities: Mrs Josepha C. Abis, Mrs Rizalina Valencia, Mr Christopher R. Mejia

Special activities: **Young people and world problems**

A varied programme of special activities was drawn up by this Associated School to celebrate International Youth Year, with the following objectives:
– To arouse greater awareness in pupils of world problems.
– To help them learn about the way of life and culture of young people in other countries.
– To encourage them to think about international and local events.
– To give them a scientific and technical education designed to promote progress and peace.
– To develop their talents and abilities in different fields.

The main activities carried out under this programme were:
– The fête at the Ramon Magsaysay (Cubao) High School on 18 March 1985.
– A debate on abortion.
– A mock conference on racial discrimination in July 1985.
– Tree-planting in August, with the aim of improving the environment.
– Celebration of United Nations week in October 1985, with competitions in different domains, such as poetry, essay-writing, music, poster design and audiovisual productions.

Poland

Grammar School
Ul. W. Pola II
64-920 Pila
In charge of special activities: Mrs Halima Górzna, Mrs Ludmila Juchnowicz

Special activities: **Action by youth in support of development and peace**

With the aim of producing good citizens who will work for progress in their society and peace in the world, this Associated School implemented several special activities based on the three themes of International Youth Year – participation, development and peace.

They include:
– Meetings and debates on questions relating to world peace.
– Science and sports competitions.
– Voluntary work on environmental improvement schemes.
– Participation on voluntary help schemes, particularly for the elderly and for physically and mentally handicapped persons.
– Correspondence with young people in other countries.
– Development of awareness concerning the problems caused by drug abuse.

By taking part in these different activities, the pupils:
– Became better informed on questions relating to world peace and the major issues of our times.
– Learned about the culture and way of life of young people in other countries.
– Improved their knowledge and increased their skills in different fields.
– Became more aware of social problems, particularly the situation of elderly people, handicapped persons or other persons in need of help.
– Gained greater awareness of the dangers faced by young people, particularly as regards drug abuse, and of how to prevent them.
– Developed concern for others and a spirit of generosity.

Thus, for this Associated School, educating good citizens means taking part in the struggle for peace in the world.

V. Liceum Ogòlnoksztalcace
Im. Gen Jakula Jasinskiego
Ul. Gronchowa 13 - 53523 Wroclaw
Headmistress, in charge of the special activity: Mrs Barbara Josiak

Special activity: **Young people and the environment**

The pupils at this Associated School played an active part in the celebration of International Youth Year by studying the contribution made by young people to the protection of the environment.

A varied range of activities was undertaken with the aim of making young people more aware of environmental problems, including:
– A debate on 'young people and environmental protection'.
– A general information programme on the environment, which formed part of the civic education classes throughout the year.
– Correspondence on this subject between the Polish pupils and pupils of other Associated Schools all over the world.

The aim of this special activity was to help young people to understand the importance of environmental protection in their country and to become more aware of the contribution they can make to this work now and in the future.

These activities also enabled a very large number of pupils to learn about the aims and themes of International Youth Year, and to find out about and take an interest in Unesco's work and programmes.

Portugal

Escola Secundaria No. 1 de Vila Nova de Gaia
(Antonio Sergio)
Avenida de Nuno Alvarez
4400 Vila Nova de Gaia
In charge of the special activities: Mr Manuel Fernando Guedes

Special activities: **Various**

For International Youth Year, this secondary school successfully carried out several special activities either organized by it or in which it was invited to take part. More especially it:
– helped to produce a collection of writings by young people on the theme of peace;

Portuguese students from an Associated School took part in the European Youth Convention in the Austrian Tyrol

– took part in inter-cultural exchanges with four Associated Schools (secondary schools) in Australia, Brazil, Italy and Japan;
– conducted a general survey among the pupils of the school on a whole range of questions concerning young people, with the assistance of a psychologist and a multi-disciplinary team;
– answered the questionnaire prepared by the *Unesco Courier* for a survey on contemporary problems and the way young people approach them;
– took part in the 'European Youth Convention', organized in Austria from 16 to 25 August 1985 by the Austrian Federation of United Nations and Unesco Clubs.

(The Antonio Sergio Secondary School was the only Associated School represented at this gathering in the Tyrolean town of Rum, which brought together young people from eight European countries.)
– spoke about the problems of young people in Europe on Portuguese radio and television with particular reference to the way these problems were approached at the Rum meeting;
– informed the general public through the press (daily and weekly newspapers) about the aims, proceedings and results of the European Youth Convention;
– informed young people about the themes of International Youth Year and youth-related issues through *Pedras vivas* (Living stones), the magazine of the Associated Schools Project in Portugal which is distributed to schools throughout the country;
– introduced studies on Unesco's work and ideals in the school curriculum.

Lastly, as a direct result of the action implemented during the course of this year, a Unesco Club is soon to be established in Gaia: it will be open to persons of all ages and social backgrounds.

The school is already planning a number of interesting activities for the International Year of Peace in 1986. An exhibition on peace will be mounted with the assistance of the Gaia Municipal Library, the Oporto Unesco Centre and the Portuguese National Commission for Unesco. In 1986, the pupils of the school will undertake interdisciplinary activities on several themes, particularly the new forms of energy and the problems connected with them, the historical and cultural heritage of Gaia, young people and peace, the media and young people, human rights, science and technology, music, etc.

In 1986, a competition will be held in all the secondary schools in Gaia, on the theme of the Final Act of the Conference on Security and Co-operation in Europe, signed in Helsinki in 1975. In their declaration, the signatory states resolved to take account of the provisions of this Final Act and to apply them within the framework of Unesco in those matters relating to multinational co-operation in education, science and culture.

The pupils' entries for this competition are to be presented in an exhibition to be arranged by the school with the assistance of the Gaia Town Council.

Union of Soviet Socialist Republics

Special School No. 20
Moscow

Special activity: **International peace, understanding and co-operation**

Those in charge of this Associated School are convinced that the future lies in the hands of our children and that the destiny of mankind depends on the education which they will receive. It is in a spirit of international peace, understanding and co-operation that children are being educated and this is the indispensable approach to education adopted in all the schools of the 15 republics in the Union of Soviet Socialist Republics for it enables all children, regardless of their nationality, to live and develop side by side in the same schools.

School No. 20 joined the Associated Schools Project in 1968. Since then, it has been regarded as a scientific laboratory, a research centre for discovering and disseminating new methods and content for education for peace, disarmament and respect for human rights and the rights of peoples.

The school has accordingly implemented several special activities aimed at broadening contacts that strengthen mutual understanding and co-operation among the pupils and teachers.

The special activities consist of the following:

1. The International Friendship Club.

The main idea of this Club is to offer children practical experience of friendship and mutual understanding in an international context. The Club is managed by a committee composed of children. Working groups are responsible for Club policy, translation, conferences, posters and exhibitions, theatrical and musical performances and penfriend schemes.

Special attention is paid to correspondence with children in other countries, as this stimulates the pupils' interest in foreign languages and teaches them about the way of life of their penfriends.

Club members organize regular exhibitions on national or international themes, take part in competitions and exchange gifts which they have themselves made.

2. Participation of the school in the activities of friendship associations such as the USSR-U.S.A. and USSR-Australia Friendship Associations

The pupils are often invited to events organized by these associations, where they meet pupils, teachers and educators from different countries who are responsible for out-of-school activities. At these gatherings, they have an opportunity to get to know one another, discuss matters of common interest and take part in cultural activities.

Close links have been established with the USSR-Japan Association. The teachers jointly organize common classes in mathematics and origami for the pupils of this Associated School and the pupils of the Japanese Embassy school. This arrangement gives the pupils an opportunity to help each other. They also take part in matches and competitions, organize lunches together which provide the occasion for far-reaching discussions and put on art exhibitions. Forty pupils from the school are studying Japanese in a language club.

3. Exchanges with schools in socialist countries

The school has established close links with schools in Bulgaria, Poland and Czechoslovakia. Through correspondence and visits by delegations of pupils and teachers, the pupils get to know one another better and learn about other countries and their traditions, their history and their present situation. For visitors interested in history, the programme includes travel to regions some distance from the capital, visits to museums and exhibitions and the organization of 'friendship festivals'.

4. Visits to the school by foreign delegations

Pupils, students, teachers, trade-union leaders and tourists visit the school, which receives over 20 foreign delegations a year from the United Kingdom, the United States, Australia, Iceland, Greece and other countries. During these gatherings, pupils and teachers discuss a variety of topics, particularly ways of maintaining peace in the world.

Zambia

Livingstone Primary School
P.O. Box 60030, Livingstone
In charge of the special activity: Mrs M. Mbanga

Special activity: **Participation and voluntary work**

With the aim of providing a practical example of one of the themes of International Youth Year – participation – this Associated School chose voluntary work as its special activity, as this is a way young people can contribute to the life of their society.

The aim of this activity was to teach pupils aged 6-12 that the individual has an important role in his community and that it is not isolated but forms part of the international community. These ideas will help the child to understand the meaning of solidarity and international understanding.

The pupils did gardening at an old people's home, clearing the grounds and planting flowers.

They also collected funds to help children suffering from malnutrition at the Batoka hospital; some of the money raised was used to buy fresh milk for these children.

Muleya Primary School
P.O. Box 30591
Lusaka
In charge of the special activities: Mrs R.M. Luo, Mr B.S. Mantantilo, Mr G.R. Mutambo, Mrs R. Chinyama

Special activities: **Youth voluntary service; Sports education for young people; Action against drug abuse among young people**

For this Associated School, the aim of the activities carried out in International Youth Year was to promote the participation of young people in the life of their community, to teach them a sense of loyalty and to inculcate in them humanitarian attitudes concerning the problems faced by their society. It was also to encourage the pupils to develop a healthy mind in a healthy body.

In June 1985, the school organized a sports week in which all its pupils took part.

At the beginning of August, the pupils were invited to do a week's voluntary service in their community.

Lastly, in December, several lectures and debates about the harmful effects of drugs were organized at the school to encourage the pupils to take a stand against drug abuse among young people.

By taking part in these different activities, pupils discovered their place in society and the role they could play in it. This new awareness gave them improved understanding of contemporary issues and helped them to define their problems and seek a solution for them together.

Summary of the observation and study visit to Associated Schools in Argentina and Brazil by Lic. Flor de Maria Trigueros A. National Co-ordinator of Associated Schools and Friends of Unesco Clubs – Costa Rica

In May 1985, I visited the Associated Schools and Friends of Unesco Clubs in Argentina and Brazil, a visit that was made possible by a grant from the Costa Rican Commission for Co-operation with Unesco and was arranged through the Participation Programme. These countries have a long association with these programmes, and observation of their activities proved extremely useful.

On this visit, I had a meeting with Prof. Laura Nolasco Khan, who welcomed me on behalf of the Associated Schools of Brazil and the National Commission for Ethics and Civic Duty.

In Brazil, I visited the following institutions: the Escola Chapeuzinho Vermelho; the Grupo Integrado Magdalena Khan; the Colegio da Cidade; the Escola Viva (Petropolis) and the Colegio Metropolitano.

In the Grupo Integrado Magdalena Khan, considerable importance is attached to projects for the celebration of the various International Years. In addition, encouragement is given to correspondence with students in other countries with the aim of forging ties of friendship and understanding among peoples.

At the Colegio Metropolitano, I attended an entertainment arranged in honour of my visit; it was both artistic and educational, with folk dances from different countries being presented.

The Associated Schools of Brazil are doing a great deal to further education for international understanding and peace, and this is evident from the combined approach adopted in planning the projects implemented each school year, the attention paid at each school to individual differences, the activities carried out and the sense of identity shared by teachers and pupils.

In the week 20-24 May 1985, I was informed of the launching of the Project in Argentina and visited its Associated Schools.

At the 'Dr Guillermo Rawson' School Number 22, as in the schools in Brazil, the students had studied Costa Rica and took advantage of my visit to improve thier knowledge of the country. They were very keen to find Costa Rican penfriends.

At the Mariano Acosta College, the students celebrate the international years by taking part in study days on the relevant theme, i.e. the disabled, communication, etc. They invite students from other Associated Schools to take part in the study days, which are organized along the lines of forums. The college film club has made a number of excellent films with scripts written by the club members. These films were directed by a teacher at the school and involved children between the ages of 8 and 12. As a result of this visit and my observation of this interesting work, the Primary School of the Mariano Acosta College has joined the Associated Schools Project.

At the Instituto Madres de los Emigrantes, each classroom has the name of a country. The students do a great deal of community work and last year undertook a march against violence and in support of the peaceful uses of nuclear energy. During this march, the children conducted an opinion poll among the members of the community on the theme which had motivated this activity. As this was International Youth Year, the theme was: 'A good childhood for a better adolescence'.

Teacher-Training College No. 8 arranged a meeting at which the women students informed me about their activities, which have been closely related to the themes of the international years. The seriousness, responsibility and interest of these young women was demonstrated by their many questions on different aspects of political, social and economic life in Costa Rica. These questions dealt with the education, interests, occupations and aspirations of young people; employment prospects for young people; the situation of old people, etc. Two meetings with the Friends of Unesco Clubs were also arranged.

Like the Associated Schools in Brazil, the Associated Schools in Argentina are making an extremely valuable contribution to international understanding. The National Co-ordinating Body has produced an excellent programme of slides which is widely used by teachers. The organization of seminars also helps to ensure that the activities are carried out with great enthusiasm and a sense of responsibility.

Conclusions:

From my observation and study visit to the Associated Schools of Argentinna and Brazil, I drew the following conclusions:

– The Associated Schools in both countries are doing excellent work to further education for international understanding and peace.

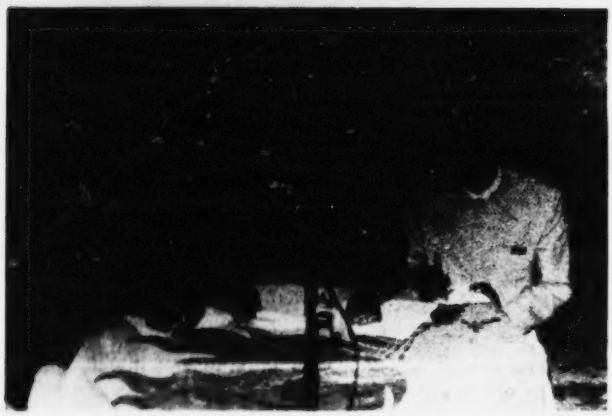
– Exchanges of this kind foster international understanding as they are an excellent way of enriching our programmes.

– As schoolchildren and students are eager to learn about other countries, it seems a good idea to start up correspondence between students in Argentina, Brazil and Costa Rica involved in the Associated Schools Project.

– In the Associated Schools, teachers and pupils closely identify with each other.

A Zairian travels to Europe on a scholarship to study the Associated Schools Project

Mrs Mwayuma Kapita, Permanent Secretary of the Zairian National Commission for Unesco made a study visit, under the Participation Programme, to learn more about the way the Associated Schools Project is run. Her visit to Belgium and France, from 3 to 24 June 1985, took in a good many institutions involved in the Project. Her discussions with the national officers responsible for the Project and with teachers gave her an overall view of the activities aimed at promoting education for



Following her study tour, Mrs Kapita broadcast on the radio about the Associated Schools Project, with those responsible for Unesco Clubs in Zaire

international understanding both in the schools and at national level. During her stay in France, Mrs Kapita visited the Unesco Headquarters where she met members of the Secretariat and received more detailed information about the Associated Schools Project and relations between Unesco and the Member States in this sphere.

After her trip, Mrs Kapita declared: 'I can say that my stay has been extremely rewarding thanks to the dedication and constant attention of all those responsible at every level.

Both in Belgium and in France, I was struck by:
– the dedication and enthusiasm of teachers in nursery, primary and secondary schools;
– the decoration of the classrooms with the childrens' own drawings and quotations from the text of the Rights of the Child;
– the spontaneous welcome from the children who immediately accept you. (At the Maubege Nursery School, children of 3, 4 and 5 years of age asked me questions about my country and about children in my country; they asked me to sing a lullaby and teach them to say "good morning" in the languages of my country, etc., the lullaby was recorded and sung by the children there and then);
– the discovery and knowledge of other people with a view to liking and understanding them better and being more receptive to them;
– correspondence and exchanges of photographs with foreign schools.

At all the schools, people spoke to me about parent involvement. Parents wishing to be kept informed about their children's progress at school are always welcome. Parents of foreign origin are sometimes invited to contribute to school festivities by providing traditional costumes and by performing dances and preparing dishes from their respective countries. All these activities revolve around the Universal Declaration of Human Rights and the Rights of the Child, the aim being to avoid conflicts and consolidate understanding and international co-operation with a view to achieving peace.'

Mrs Kapita has also drawn up a strategy for setting up the Project in Zaire. This strategy may be summarized as follows:

(a) *At the administrative level:*
– To provide for a national co-ordinating office for the Associated Schools Project within the Zairian National Commission for Unesco, under the supervision of the Department of Primary and Secondary Education. The function of this office would be:
– To ensure the implementation of the Associated Schools Project in Zaire;
– To put into practice the guiding principles of the Associated Schools Project;
– To co-ordinate the activities carried out by the schools in the regions (provinces);
– To strengthen and develop contacts with the Unesco Headquarters and other Member States with a view to an exchange of experiences among the Associated Schools.

The Project should initially be implemented in a number of pilot schools in Kinshasa, preferably in those which already have a Unesco Club. N.B. Zaire has 49 Unesco Clubs, 20 of them in Kinshasa.

(b) *At the practical level:*
– The prompt appointment of a director and a deputy to launch the Project.
– The establishment of a timetable of activities based on the themes selected, to be applied in the different curricula.
– The organization and running of the co-ordinating office and the designation of the pilot schools.

Third Annual National Meeting in the German Democratic Republic evaluates Associated Schools Project

Representatives from the Associated Schools, the National Commission for Unesco and the Ministry of Education met in December 1985 in Berlin to evaluate activities carried out during the year and to co-ordinate actions for 1986.

In the joint meeting the following points were discussed:
– problems and results of the 23rd General Conference of Unesco;
– role of ASP members in implementing the 1974 Unesco Recommendation;
– activities conducted by schools on the occasion of the International Youth Year;
– proposed projects for the International Year of Peace.

The representatives exchanged their experiences and all of them could report positive results with regard to education for international understanding and peace; among them:
– multicultural meetings;
– international student exchanges;
– organization of Unesco language camps;
– round-table discussions on youth problems with participants from different countries;
– Unesco festival week,
– friendship meetings with twin-schools;
– correspondence with schools in different countries;
– production of posters and slide shows.

Most of the activities planned at the meeting for 1986 were of an interdisciplinary nature and contained numerous teaching innovations.

Foreign language teaching:

Its contribution to education for international understanding, co-operation and peace

Within the framework of the European Associated Schools Project Teachers' Workshop Programme (EATWP), foreign language teachers from 18 countries attended a workshop on the role of foreign language teaching in promoting international understanding which was held at the Sonnenberg Centre (Federal Republic of Germany) in September 1985, under the auspices of the German Commission for Unesco.

The participants formulated a series of recommendations to improve foreign language teaching. Emphasis was placed, for example, on involving students more actively in the preparation of teaching aids, and on introducing more frequently songs, music and verse in foreign language learning. With regard to

Some participants at the Sonnenberg Workshop

educational content, it was suggested that more importance be given to teaching about the culture, history, problems and situation of young people in the countries of the language under study. It was also recommended that more attention be given to learning about other countries where the foreign language in question is spoken. For example, foreign language teachers of German should not limit their teaching about life in the Federal Republic of Germany or the German Democratic Republic, but they should also teach about Austria, other German-speaking nations, such as Liechenstein and Switzerland. With regard to teaching methods, it was proposed that there should be more interaction, communication and dialogue between the teacher and the students, and socio-affective methods should be used in addition to cognitive approaches.

The workshop resulted in proposals for three main follow-up activities. It was suggested to launch a large-scale pupil exchange programme involving countries represented at the workshop, as well as an exchange of information and experience in the area of teaching materials. It was decided to send a questionnaire on 'Problems and desires of young people' to the students of the teachers attending the workshop and to convene in 1986 a youth conference for these students. In order to provide stimuli for teachers who were not able to attend the workshop, it was decided to prepare a teachers' handbook for foreign language teaching in favour of international understanding.

During 1986, extensive follow-up to the workshop was ensured. A number of links were established between schools from different countries; the questionnaire for students was completed, tested, widely diffused and the results compiled; the preparation of the handbook is under way; and the ASP youth conference was held at the Sonnenberg Centre in mid-November 1986.

First Sub-regional Seminar for National Co-ordinators of the Associated Schools Project in the Caribbean plans activities for 1986 International Year of Peace

The first Sub-regional Seminar for National Co-ordinators of the Associated Schools Project in the Caribbean was held in Roseau, Commonwealth of Dominica, at the Dominica Teachers' Training College from 16 to 20 September 1985 under the auspices of the Dominica National Commission for Unesco and under contract with Unesco.

The Seminar was inaugurated by the Dominica Minister for Education and Sports, the Honourable Henry George. In his opening remarks, he declared that: 'In an age when there is constant turmoil and war, it is fitting that we further education for international co-operation and peace. This Project offers immense opportunities for promoting international understanding and peace... The Caribbean has always been considered a zone of peace. Through other initiatives, and now through this Project, we reiterate the desire of the Caribbean people to maintain our region as a zone of peace. The Ministry of Education is really happy to be associated with the Project and this Seminar through which it is hoped that the Project may be further developed in the region.'

Participants consisted of National Co-ordinators from Dominica, Grenada, Guyana and St Lucia. St Vincent and the Grenadines were also represented at the Seminar and joined the Project in early 1986. The following officers were elected: Athlene Douglas (Dominica): Chairperson; Ulric Harris (Guyana): Deputy Chairperson; and Lawrence Laurent (St Lucia): Rapporteur. The objectives of the Seminar were threefold: to exchange information about activities carried out within the framework of the Associated Schools Project in the sub-region; to make proposals to consolidate the Project at both the national and sub-regional levels; and to plan activities for the 1986 International Year of Peace.

At the *national* level, much emphasis was placed on the need to ensure effective co-ordination of the Project, mainly by:
- setting up a co-ordinating council under the aegis of the National Commission for Unesco which would maintain close contact with participating institutions;
- evaluating the activities carried out;
- preparing pedagogical materials for the schools;
- diffusing widely information about results achieved through the Project in co-operation with the Ministry of Education and the media.

Many proposals were made to help schools celebrate the forthcoming International Year of Peace 1986, such as: peace slogan competitions; preparation by students of a booklet on

Participants at the Seminar came from many of the Caribbean islands

The participants were able to visit a Carib reserve

peace and the 40th anniversary of Unesco; a march for peace by schoolchildren; a 'know your island campaign'; the sale of peace symbols by craftsmen and artists for worthy causes, collective painting of art murals on peace themes, etc.

With regard to *sub-regional* co-operation and activities, it was decided to recommend 17 September as Caribbean ASP Day. It was also proposed that an IYP Associated Schools Youth Camp be held in July/August 1986 and subsequent to the Seminar a request was submitted by Dominica and other countries to convene such a camp under the 1986-1987 Unesco Participation Programme. A monthly Caribbean ASP news bulletin was proposed and the first issues of it appeared in early 1986. Closer links between participating institutions in the region were suggested as well as increased co-operation with Unesco Clubs.

The participants also prepared useful guidelines on the topic 'man and the environment and food production', which could also be used for other themes.

Objectives set at European Associated Schools Project (ASP) Teacher-Training Workshop to Enhance International Education Prague, Czechoslovakia

Thirteen Member States were represented at the ASP Workshop on the Training of Teachers for Education concerning International Co-operation, Understanding, Peace and Disarmament held at Charles University, Prague, from 11 to 15 November 1985 and under the auspices of the Ministry of Education of the Czechoslovak Socialist Republic and the National Commission for Unesco. The workshop was sponsored by the Unesco 1984-1985 Participation Programme and held in connection with the European Associated Schools Project Workshop Programme (EATWP).

Round-table discussions furnished participants with information about:

– important and special projects under way in different Unesco Associated Schools and school systems in different countries of the European region;
– problems or obstacles that have been encountered;
– actions taken to bring international education to the attention of the authorities responsible for education;
– important developments in materials and programmes used to teach international education.

The participants of the workshop drew up a number of recommendations, including the need to:

– ensure representation at other ASP regional workshops oriented to specific problems related to the training of teachers for international education;
– give wider publicity to documents and reading materials about international education published by Unesco;
– expand Unesco ASP to other types of schools and other education institutions;
– give more documentation materials to Unesco Associated Schools;
– develop contacts and correspondence between students and teachers from different countries;
– prepare a guide book of international education for Unesco Associated Schools.

Certain proposals have already borne fruit. From 3 to 6 November 1986 some 30 educators, mainly teachers, from some 27 countries accompanied students to the European meeting of students participating in the ASP. One of the principal objectives of the meeting was to enable teachers and students to learn more about Unesco and to improve teaching about the Organization.

A practical manual is also to be published by Unesco before the end of 1986 to aid those interested in launching and consolidating the ASP.

Guatemala

Evaluation of the Associated Schools Project in Guatemala and the proposed Work Plan covering future activities

The Guatemalan Commission for Co-operation with Unesco presented an evaluation of the Associated Schools Project in Guatemala, which is based on the reports submitted by nine of the participating institutions. The main themes dealt with included the study of other countries and their cultures; racial discrimination; the rights of the child and human rights in general, as these are matters of great social importance. The nature and role of the co-operative movement and the role of man in relation to the environment were also studied. Lastly, the concept of the 'brotherhood of the American peoples' which is of great importance to the region, was explored in depth. The methods used in these studies and discussions included the socio-affective method, the induction–reduction method and, lastly, the analytical–comparative method.

Among the proposals put forward, mention may be made of the following:

– the systematic provision of guidance for teachers on 'Education for International Understanding, Co-operation and Peace', together with use of the mass media and the achievement of greater collaboration on the part of parents and the community;
– the seeking of greater assistance from Unesco for the Associated Schools and the organization of teacher exchanges with a view to improving knowledge of the operation of the Project in other countries;
– the preparation of a teaching guide on selected themes and the exchange of experiences through periodic meetings of the staff of the Associated Schools.

The Guatemalan Commission for Co-operation with Unesco put forward, for the consideration of the Associated Schools, the Work Plan for the 1985 school year, which has the following objectives:

– To encourage the Associated Schools to co-operate in preparations for the celebration of International Youth Year.

– To extol the merits of young people as active members and future leaders of society and to encourage the all-round education of young people with a view to developing their sense of personal fulfilment through social commitment.
– To provide advice on the implementation of activities connected with the following themes:
– Society, youth, state.
– Young people, culture, creative activity and competitive sport.
– Young people, information and scientific and technological development.
– Young people and the international movements.

Among activities proposed, mention may be made of the following:
– Advice for teachers in Associated Schools on the development of the teaching-learning process.
– The organization and co-ordination of the seminar-workshop on 'Methodology and evaluation of teaching materials for the staff of the Associated Schools'.
– The improvement of communication among pupils through correspondence between new schools and local exchanges, along the lines of the exchanges between Associated Schools, using the 'pen letter' system. Each school would write four open letters a year to be sent to all the Associated Schools in the country, a copy also being sent to the Advisory body which would produce a collection of these letters for international distribution.
– Work on two audiovisual productions: one on the Associated Schools in Guatemala, the other on Human Rights.
– Selection of a 'Pilot Associated School' to serve as a model for the other schools and the drawing up of an inventory of all the youth organizations in the country for use by all the Associated Schools.
– Co-operation, in conjunction with the National Commission appointed by the Ministry of Education, in events arranged to celebrate International Youth Year. Similarly, selection of other educational institutions that fulfil the requirements laid down for admission to the Associated Schools Project.

Republic of Chile

Report: Medium-Term Plan for the Associated Schools, 1984-1989

A number of strategies were proposed at the International Congress of the Associated Schools Project held in Sofia, Bulgaria, from 12 to 16 September 1983. Unesco submitted these strategies, drawn up in consultation with the Member States, in a document entitled 'Medium-Term Plan for the Associated Schools'.

The Executive Secretariat of the Chilean National Commission for Co-operation with Unesco requested the Directorate of Education and the Centre for Further Training, Experimental Education and Educational Research of the Ministry of Public Education to study this document. On the basis of the suggestions made by these two bodies, the following report was prepared:

The efforts being made to extend the Associated Schools Project between 1984 and 1989 in the Latin American and Caribbean region are considered to be positive, since this project is of considerable importance from the point of view of training and education. It is suggested that institutions providing special education and adult education should be brought into the Project.

In terms of its strategies and aims, it is understood that the Project will remain sufficiently flexible so as to allow each country to develop activities in accordance with its own distinctive characteristics and cultural aims.

A special day at an Associated School in Chili – School D-17 'Comdte. Juan José Martin', Angel Bass, Arica

In Chile, there should be no obstacle to increasing out-of-school activities as a means of linking classroom activities with those outside the school, as there is a Department of Out-of-School Education, which comes under the Directorate of Education. This Department is currently implementing major programmes in ecology and related fields.

This action aimed at co-ordinating and strengthening particular values, habits and attitudes in the pupil could be given an international dimension, provided that other participating countries have a systematic and co-ordinated programme of out-of-school activities. Very few countries have a department for such activities, although this is a prerequisite for the achievement of the proposed aims.

The following strategies were proposed in regard to the 1974 Recommendation (Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms):
– assignment of priority to action in the educational domain: (i) greater provision of nursery education, particularly among the least-privileged groups of the community; (ii) extension of basic education in the country, especially in rural communities and marginal urban communities; (iii) promotion of programmes for disabled young people, and (iv) extended provision of adult education;
– inclusion in curricula of subjects designed to cultivate and strengthen the values of international understanding, co-operation and peace, such as the social sciences, civic education and philosophy. An eight-year programme for the development in pupils of responsible social attitudes and habits is provided;
– development of important inter-sectoral programmes. These include: (i) 'Frontier Schools' for children who are marginalized in geographical, social and economic terms; (ii) the school market garden programme; (iii) prevention of alcoholism and drug addiction in the school community; (iv) the movement and posture education programme and (v) parents' education programme.

With regard to the 'strategies relating to the human rights education programme', it should be noted that, in accordance with the principles upon which National Education in Chile is based, all the aims and content of curricula in the country are designed to make pupils aware of human rights and to respect them. Furthermore, the Chilean Ministry of Education takes part in the work of the Advisory Committee of the Red Cross. Every year, it carries out, in conjunction with the Red Cross, activities aimed at disseminating International Humanitarian Law in furtherance of international peace and solidarity.

General suggestions

Consideration should be given to the possibility of setting up high-level commissions in the countries concerned to study the various strategies and the ways in which they can be implemented.

A consensus should be reached with a view to promoting fundamental rights, e.g. the right to life; the right to education; the right to health; the right to live in a pollution-free environment. Those rights which are broadly recognized should be identified and conditions favourable to their observance in the different countries should be fostered.

Specific suggestions and comments

The exchange of information and national experience in regard to human rights teaching should cover the following areas, among others: what the particular country is doing to provide human rights education itself; and ways of making human rights a real part of relationships at school (among pupils, among teachers, between teachers and pupils, between parents and teachers, between parents and children).

With regard to the inclusion of human rights education at every level of education, it would be appropriate to adopt a comprehensive approach to this subject in the educational system.

With regard to the selection of special themes relating to the study of human rights to be given emphasis in the Associated Schools, mention may be made of the following, as examples:
- The close relationship between rights and duties.
- Awareness of duties.
- The relationship between values and human rights.
- How to encourage people to fulfil their duties and exercise their rights.
- The historical development of rights and duties, in accordance with the characteristics and circumstances of the period.

With regard to the need for children to have the right approach to the study of human rights, great importance is attached to the practice in school of individual rights and duties, particularly those of the pupil. Again, it is the view that there is a need to develop strategies which systematically involve young people in the furtherance of national and international understanding and secure their positive integration in social and cultural life.

Disarmament education is included in the national syllabus for the social sciences. In the mass media, programmes depicting war and violence are being replaced by cultural programmes.

Likewise, it is suggested that the International Year of Peace should be celebrated in a general and universal fashion, with the promotion of activities that will yield positive results serving as examples and so foster the appreciation and enhancement of peace both nationally and internationally.

Themes which could be incorporated in the Associated Schools Project

In addition to the topics dealt with in the document under consideration, the Associated Schools of the Member States could include in their studies the following themes:
- education for integration with the environment;
- fundamental values for harmonious fellowship among peoples, as a way of achieving peace and improving the quality of life;
- violence, an outrage against life.

Kenyan educators meet in Nairobi to discuss the development of the Associated Schools Project

A national seminar on the development of the Associated Schools Project in Kenya was held in Nairobi from 21 to 24 April 1986 under the auspices of the Kenyan National Commission for Unesco and in co-operation with the Unesco Regional Office for Education in Africa (BREDA). The some twenty-five participants were drawn from heads of primary schools, secondary schools, teachers, inspectors, curriculum developers, representatives from universities, the Ministry of Education, etc.

Kenya has been taking part in the Project since 1965 and the participants expressed appreciation for the contributions made by the seven institutions participating in the Project at present in furthering international education. However, in order to strengthen and consolidate the Project in the country, it was urged that a national ASP Co-ordinating Committee be formed, composed of representatives from: the National Commission for Unesco, schools taking part in the Project, the Ministry of Education and the universities. It was proposed that the Committee advise the Kenya Institute of Education on developing curricula, teaching units and materials, and evaluation instruments for Associated Schools.

It was also suggested, *inter alia*, that the Committee:
- recommend to educational authorities the wider application of successful experimental projects carried out within the framework of the Project; and
- establish links with Associated Schools in other countries, particularly with those in the Eastern and Southern African sub-regions.

Other general recommendations for extending the Project included the following:
- more seminars and workshops should be held throughout the country in order to create a greater awareness of the Project and to provide information for participating effectively in it;
- a guidebook for teachers from primary and secondary schools and teacher-training colleges should be prepared to facilitate their participation in the Project;
- linkages should be established between Unesco Clubs, youth organizations and ASP institutions; and
- the ideas of ASP should be disseminated to members of the public through the mass media, lectures by officials, film shows and public meetings.

In a project for development and friendship building, British children join a team of students to pick tea in Kenya.

Education for International Understanding, Peace and Human Rights in Latin America

Report
International Seminar, Mar del Plata, Argentina
23-28 June 1985
1985, 125 p. Spanish
World Federation of United Nations Associations (WFUNA)
c/o Palais des Nations, 1211 Geneva 10, Switzerland

This is a report on the International Seminar on 'Education for International Understanding, Peace and Human Rights in Latin America' organized by the World Federation of United Nations Associations (WFUNA) in co-operation with Unesco and held in Mar del Plata (Argentina) from 23 to 28 June 1985.

Organized on the occasion of the 40th anniversary of the United Nations and as a contribution to the preparations of the International Year of Peace (1986) proclaimed by that Organization, the seminar provided an important opportunity for evaluating and promoting education for international understanding, peace and human rights in Latin America, in formal, non-formal and out-of-school education, particularly in relation to the implementation of the 1974 Recommendation of Unesco concerning this form of education. Other objectives were to analyse the role of public opinion, the mass media, the voluntary agencies and the non-governmental organizations in the promotion and implementation of this form of education in Latin America.

Education and the threat of nuclear war

Edited by Belle Zars, Beth Wilson, and Ariel Phillips
Harvard Educational Review
Reprint Series No. 18
1985, 166 pages, English, $9.95
Harvard Educational Review
Longfellow Hall, 13 Appian Way
Cambridge, Massachusetts 02138
United States of America

Forty years have passed since the first use of nuclear weapons. Yet during most of those years, American classrooms and textbooks, across disciplines and institutions, have been filled with silence on the meaning of that event and on the threat posed by ever more modern and destructive weapons.

In this anthology of articles, the editors hope to contribute to the emerging effort by educators to end that silence. The responses of the educational community to the nuclear threat are still largely scattered and not yet incorporated into established networks. They have tried to draw together some of the current work and highlight the initiatives many teachers are taking.

This book contains compelling analyses of the psychological and scientific dilemmas emanating from the nuclear threat. Included are chronicles of teaching by those committed to education for peace from kindergarten to college.

The book is for educators and anyone concerned with the nuclear peril.

Gandhi Marg

Journal of the Gandhi Peace Foundation
Special issue on Peace Education
Volume six, numbers four and five, July-August 1984
235 pages; English; 65 Rupees/$8
Published by N. Vasudevan for the Gandhi Peace Foundation, 221-223 Deen Dayal Upadhyaya Marg, New Delhi 110002, India
Orders can be sent to:
Stichting Voorlichting Aktieve Geweldloosheid (SVAG)
Postbus 137
8000 AC Zwolle, Netherlands

The Journal Gandhi Marg is a publication of the Gandhi Peace Foundation. This special issue is devoted to problems of peace and education, with which Gandhi was much concerned.

The contributions represent different focal points of the international discussion on peace politics and peace education that included *inter alia*:

1. The present position of educational approaches in matters of peace.
2. The relationship between peace education and peace movements and the need to take up global perspectives in peace education.
3. The peace movement and peace education in the context of a more global approach and placing it in the context of north-south relations.

This approach is based on 21 articles, written by experts in the field of peace education.

Seeds for peace

The Role of Pre-school Education in International Understanding and Education for Peace
1985, 123 pages, English
© Unesco
7, place de Fontenoy, 75700 Paris, France

With the development of education for international understanding and peace, it was recognized that such education should start at the earlist possible age and that ways of achieving this should be explored.

Although experiments have been conducted for several years, with the collaboration of the families concerned, in various pre-school establishments, often taking part in the Associated Schools Project, very little literature has been available on

the subject until now. For this reason, Unesco decided to publish an account of the work that has been done in this field. Such is the purpose of this book, which is intended for parents, educators, and other professionals concerned with early childhood education and, in general, all who have a creative or decision-making role in matters concerning young children.

The book has been prepared by Madeleine Goutard, President of the World Organization for Early Childhood Education (OMEP), on the basis of an international consultation organized by OMEP under contract with Unesco.

Human Rights
A handbook
1983, 26 pages, English
Human Rights Commission
P.O. Box 629
Canberra City, A.C.T. 2601, Australia

This publication has been produced by the Human Rights Commission as teaching material for courses on human rights. It has been prepared by Dr Ralph Pettman.

The first part of the work contains an illustrated history of the Universal Declaration of Human Rights. The second part discusses human rights in Australia, while the third part introduces the Human Rights Commission set up by the Australian Government to promote respect for human rights in Australia and human rights education in schools and universities.

Non-violence
A world YWCA publication
1985, 64 pages, English
World Young Women's Christian Association
37, quai Wilson, 1201 Geneva, Switzerland

One of the tasks of peace education is to sharpen awareness about conflict, encourage non-violent solutions, and develop the necessary confidence and skills for their implementation. This book has been written to provide practical ideas, exercises and examples for action, and to serve as a starting point for individuals and groups interested in furthering peace and non-violence.

The focal point of the book is the chapter on running a workshop on non-violence. A corollary chapter deals with analysis of power, based on a workshop on development and social change.

Other chapters deal with the media and peace; peace education for children; and case studies presenting the struggle of influential women peacemakers.

Peace through education
The contribution of the Council for Education in World Citizenship by Derek Heater
1984, 228 pages, English, £14.99
The Falmer Press
Taylor & Francis Ltd
4 John Street, London WC1N2ET, Great Britain

This book sets out to chart the rise in interest of educational understanding which has quickened in recent years. During the course of much of this century perceptive educationalists have urged the need to alert the rising generation to the threats to world peace.

The Council for Education in World Citizenship (CEWC) has contributed to these efforts. Created in 1939 at a time of tense international crisis, its record is both an important and fascinating story. This book sets out to provide an overview of the history and work of the Organization and to assess how far the Council has achieved its objectives, and how successful it has been in satisfying needs and generating activities.

Seventh Meeting of Experts on Regional Co-operation in Unesco Cultural Activities in Asia and the Pacific
Report
1985, 142 pages, English
Asian Cultural Centre for Unesco
6 Fukuromachi, Shinjuku-ku, Tokyo, Japan

This publication is the final report of the Seventh Meeting of Experts on Regional Co-operation in Unesco Cultural Activities in Asia and the Pacific convened by the Asian Cultural Centre for Unesco, Tokyo (ACCU) from 14 to 18 March 1985 in Tokyo, Japan. It was organized by ACCU with the co-operation of Unesco, the Japanese National Commission for Unesco and the Member States of Unesco in Asia and the Pacific.

The purpose of the Meeting was to give suggestions and advice to ACCU regarding its programme activities for the promotion of regional cultural co-operation among Unesco Member States in Asia and the Pacific in line with the fundamental principles of Unesco, and based on the evaluation of its programme activities so far undertaken in the region.

School exchange
Its role in education
A report by the International Federation of Organizations for School Correspondence and Exchange (FIOCES)
1984, 110 pages, English
Document prepared for Unesco and published with Unesco authorization by FIOCES
29 rue d'Ulm, 75230 Paris Cedex 05
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This study deals essentially with the type of exchanges which FIOCES has supported continuously since its creation in 1929, i.e. exchange of correspondence and written and recorded texts, and the exchange of individuals, pupils, teachers for training or work experience, in an educational context at elementary, secondary and occasionally at university level.

The preparation of this work was entrusted to Madame Andrée Elmary, a graduate in general and applied linguistics and educational sciences, and currently Secretary-General of FIOCES.